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

# Memo

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer

**Board Meeting Date** August 26, 2020

**Subject** 2020-2021 School Plan for Student Achievement (SPSA)

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**Action** Approval by the Board of Education of the 2020-2021 School Plan for Student Achievement (SPSA) for Bridges Academy.

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

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

**Fiscal Impact** The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment** 2020-2021 School Plan for Student Achievement (SPSA) for Bridges Academy at Melrose



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

## **2020-2021 School Plan for Student Achievement (SPSA)**

**School:** Bridges Academy at Melrose  
**CDS Code:** 1612596002075  
**Principal:** Anita Iverson-Comelo  
**Date of this revision:** 5/20/2020

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

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

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

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

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/20/2020*

*The District Governing Board approved this revision of the SPSA on: 6/24/2020*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Jody London, Board President**

## 2020-2021 School Plan for Student Achievement Recommendations and Assurances

### School Site:

Bridges Academy at Melrose

### Site Number: 178

<input checked="" type="checkbox"/> Title I Schoolwide Program	<input checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI)	<input checked="" type="checkbox"/> LCFF Concentration Grant
<input type="checkbox"/> Title I Targeted Assistance Program	<input checked="" type="checkbox"/> After School Education & Safety Program (ASES)	<input type="checkbox"/> 21st Century Community Learning Centers
<input type="checkbox"/> Comprehensive Support & Improvement (CSI)	<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant	<input type="checkbox"/> School Improvement Grant (SIG)
<input type="checkbox"/> Targeted Support & Improvement (TSI)	<input checked="" type="checkbox"/> LCFF Supplemental Grant	<input type="checkbox"/> Low-Performing Students Block Grant (LPSBG)

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

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

**Date(s) plan was approved:** May 20, 2020

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

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

Anita Iverson-Comelo

*Anita Iverson-Comelo*

*Anita*

5/20/2020

Principal

Signature

5/20/2020

Veronica Perez

*Veronica Perez*

Signature

Date

SSC Chairperson

Kathleen Arnold

*Kathleen Arnold*

Signature

6/30/2020

Network Superintendent

Date

7/1/2020

*Jody London*

Signature

Date

Director, Strategic Resource Planning

*Jody London*

8/27/2020

Jody London  
President, Board of Education

*Kyla Johnson-Trammel*

8/27/2020

Kyla Johnson-Trammel  
Superintendent and  
Secretary, Board of Education

**2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
1/8/20	Faculty	Needs assessment: Strengths and Next Steps of strategies implemented this year
1/10/20	ILT/PBIS teams	ILT retreat: Review data, Foci for next year: PBIS/Student learning conditions, ELD, ELA (lower and upper grade) , Math/Science
1/15/2020	SSC	SPSA Review, Needs Assessment, Strengths and Next Steps
1/24/2020	ILT/PBIS teams	ILT retreat: engaged in developing a draft plan to use our resources (time, people, budget -PD, PLC, coaching, materials etc.) for key foci areas
1/31/2020	Faculty	Feedback on ILT identified key strategies
3/23/20	School Wide Leadership Team	Finalizing key strategies in each big bucket of work

## 2020-2021 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$152,760.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$757,115.00

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$149,544.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$25,506.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,216.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$365,500.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$98,900.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$114,449.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$152,760.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$604,355.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$757,115.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT****1A: ABOUT THE SCHOOL****School:** Bridges Academy at Melrose**School ID:** 178**School Description**

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

**School Mission and Vision****VISION**

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

**MISSION**

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

**VALUES**

Responsibility: We accept the challenge and break barriers.

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

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

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

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

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

**1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES****Focus Area:****Priority Strengths****Root Causes of Strengths**

<i>College/Career Readiness</i>	With the adoption of a common standards aligned curriculum, Adelante/Advance, all students including ELLs and low income students have consistent access to grade level complex texts. At least 50% of classroom have a clear CLO (Content Language Objective). Through Designated and Integrated ELD strategies most ELL's and newcomers have opportunities to develop their language skills and also have access to academic language, texts and tasks.	Adoption of new standards aligned curriculum. Professional development and training on new curriculum, Content Language Objectives and Evidence based writing. Observation and feedback on Designated and Integrated ELD strategies. Administration of cold writes to check on progress on writing. Video taping of teacher practice and analysis by peers using a protocol. Consistent high quality Professional Learning Community collaboration for grade level teams based on ELA standards with analysis of student work. Clear instructional expectations through a document called Academic Focus and Expectations.
<i>Focal Student Supports</i>	At least 150-200 African American and ELL students receive literacy intervention through Girls Inc after school program, Reading Partners, Super Star Literacy, retired teacher tutoring, classified staff tutoring and with a TSA tutoring. At least 25 students needing Social Emotional support receive on site therapy and/or tier 2 incentive systems to promote pro-social behavior. Approximately 35 newcomers receive Survival English and foundational literacy skills by at 0.5 FTE newcomer teacher.	Use of data tracker to record all low income students progress for SRI and F&P and Teacher Leader and teacher time to determine which underperforming and disadvantaged students will receive intervention and to liaison with intervention providers. Consistent COST procedures to determine students' social emotional needs and connection to resources.

<p><i>Student/Family Supports</i></p>	<p>Families of children in the foster care, of low income students have access to a variety of educational opportunities on site: Family Resource Center, ESL classes, nutrition classes, once a month parent workshops on how to help your child at home and literacy classes in Spanish. All low income families have opportunities to volunteer in the garden, at the Friday Bulldog store and during lunch recesses. In Kindergarten, all low income families have access to high quality take home books through Raising a Readers. All low income families have access to monthly Food Bank and Community Closet for food and clothing to support the whole child. All low income families also have access to health services such as the Tooth Fairy and Big Smiles dental care, Shoo the Flu and vision and hearing screening.</p>	<p>Community School Program Manager's liaisoning with various district and county services to provide health and family services to low income children and their families.</p>
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<i>Staff Supports</i>	<p>All certificated teachers at Bridges have access to two staffed prep periods and one staffed period for grade level collaboration as well as Wednesday early release time. Early release Wednesdays are used for high quality professional development focused on our school-wide goal of Writing about Reading. During grade level collaboration all teachers of ELLs and low income students have the facilitation of the meeting with a TSA and or trained grade level PLC teacher leader. The thoughtfully crafted PLC agenda includes norms, a SEL check in , focus on grade level standards, criteria for mastery of the standards, data analysis and looking at student work to ensure progress towards mastery of standards for all ELLs, AA and low income students. Classified staff have monthly PD as well as access to district PD offerings. All staff have also opportunities for site Wellness opportunities and staff socials for community building.</p>	<p>Prioritization of budget to fund , 0.20 FTE library teacher, TSA and teacher leader time and training for grade level PLCs. Prioritization of the budget and resources like TSA and teacher leader time as well as Instructional Leadership Team focused on our school wide focus of Writing About Reading and grade level standards. Implementation of peer observation through videos and real time classroom observations facilitation in large part by TSA and teacher leaders. Access to new curriculum materials, Adelante and Advance. Access to high quality professional development facilitated by TSA and teacher leaders focused on our school wide focus.</p>
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>College/Career Readiness</i>	<p>Most of our low income and ELL students, over 75%, are still underperforming on the state SBAC assessment both in ELA and Math. Over 50% of our Kindergarten and First grade low income students have not mastered essential foundational literacy and numeracy skills.</p>	<p>Designated ELD and Integrated ELD practices as well as implementation of CLOS (Content Language Objectives) at appropriated DOK (Depth of Knowledge) of the standards is not consistently implemented in all classrooms. We have not been able to focus Instructional coaching in classrooms for differentiated support for teachers to improve tier 1 instruction.</p>

<i>Focal Student Supports</i>	Our chronic absenteeism rate for our low income students is still too high: above 12%. 100% of our suspensions have been for our students with disabilities in our SDC ICE classroom. Several students including newcomers who need additional literacy intervention are not receiving intervention.	Tier 1 and 2 systems are still weak for consistently supporting good attendance for low income students, students with disabilities and African American students. Our data tracker and COST systems don't follow students across years but just one year at a time. Therefore, our academic intervention systems have gaps for supporting students that need academic support
<i>Student/Family Supports</i>	While there are many opportunities for family engagement, the number of low income families participating in activities vary.	Outreach to families is at times not timely or not thorough to invite families of low income students to participate in workshops and other resources available to them.
<i>Staff Supports</i>	As the curriculum is new, teachers of low income students and ELLs are struggling with pacing. Lessons take longer than they should. Additionally, many teachers are unsure how to support newcomers. Designated ELD and Integrated ELD practices as well as implementation of CLOS (Content Language Objectives) at appropriate DOK (Depth of Knowledge) of the standards is not consistently implemented in all classrooms.	Lack of comprehensive training and coaching for teachers of low income students around the new curriculum especially with pacing and addressing of newcomer needs during shared reading with complex text. Instructional coaches for ELLs get pulled from coaching for other duties like Teacher in Charge, discipline support, lunch supervision, coverage for classrooms without teachers etc. Instructional classroom walkthroughs for classes with high numbers of ELLs happen inconsistently due to competing priorities.

## 1C: 20-21 STUDENT GOALS & TARGETS

### Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

**School Goal for May 2023:** 80% of Kindergarten students will proficient in grade level foundational reading skills

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

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	36.5%	n/a	80.0%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	42.0%	n/a	75.0%

<b>Instructional Focus Goal:</b> All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-85.4	n/a	-57.0
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	40.5%	n/a	62.4%
<b>Instructional Focus Goal:</b> All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	All Students	+15 points DF3	-81.0	n/a	-41.70%
CAST (Science)	All Students	TBD	4.3%	n/a	9.0%

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)					
School Goal for May 2023:		At least 25% of of students 3rd-5th will meet standards per the SBAC in ELA			
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-136.9	n/a	-96.0
SBAC ELA	English Learners	+20 points DF3	-108.5	n/a	-59.6
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	57.6%	n/a	47.60%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	Students with Disabilities	+20 points DF3	-136.2	n/a	-101.5
SBAC Math	English Learners	+20 points DF3	-94.8	n/a	-27.0
Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.					
ELL Reclassification	English Learners	#REF!	10.3%	n/a	30.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	28.6%	n/a	43.6%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)					
School Goal for May 2023:		Bridges will have a score of 70% in the area of Safety and Bullying on the CHKS			
Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	78.7%	n/a	89.6%
Suspensions	All Students	-2pp	0.8%	n/a	0.2%
Suspensions	African-American Students	-2pp	8.7%	n/a	4.7%
Suspensions	Students with Disabilities	-2pp	8.0%	n/a	0.0%
Chronic Absence	All Students	-2pp	29.0%	n/a	27.0%
Chronic Absence	African-American Students	-2pp	46.7%	n/a	22%

<b>Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.</b>					
<b>School Goal for May 2023:</b>		80% of teachers implement standards aligned instruction as measured by posted CLOS, grade level PLC notes and lesson observations			
Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Collection of walk-through data	All Teachers	n/a	n/a	n/a	Walkthrough data collected on CLOs once a month
Data conference notes	All Teachers	n/a	n/a	n/a	Data conference notes three times during the year

#### **1D: IDENTIFIED NEED**

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

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

## 1E: RESOURCE INEQUITIES

**Instructions:** Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

Bridges has the highest number of newcomers amongst OUSD elementary schools: at last count we had 80. Newcomer students are bright, eager to learn and resilient. However, a lot of resources are needed to integrate students to American schooling system and formal schooling when the majority of students and their families have not had opportunities to go to school. Many of our Central American students don't speak English or Spanish and the current resources are not enough to accelerate student learning: literacy, numeracy, English language and Spanish language levels. Bridges also serves a concentration of low income families: near 100%. Many students' parents who are struggling financially and holding down multiple odd jobs during odd hours of the day. Additionally, a good percentage of families are doubled up and living other families thus making private areas for sleep and homework difficult. Students often come to school not having a consistent routine of sleep and rest which intensifies students behavior and keeps them from being able to concentrate in class. Students also help their parents translate and have dates in immigration courts that results in students missing school and getting further behind in their learning. Over 80% of our students are below standard as measured by state exams in ELA and Math.

## 1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

<b>2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW &amp; UPDATE</b>	
<b>School:</b> Bridges Academy at Melrose	<b>SPSA Year Reviewed:</b> 2019-20 <b>SPSA Link:</b> <a href="#">19-20 SPSA</a>
<b>2: ANNUAL REVIEW &amp; UPDATE OF 2019-20 SCHOOL PLAN (SPSA)</b>	
<b>19-20 Language &amp; Literacy Priority:</b> Literacy	
<b>Theory of Change:</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>Related School Goal:</b>	By June 2020, at least 20% of of students 3rd-5th will meeting standards per the SBAC
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
<p>This year we began implementing a new standards aligned curriculum called Adelante/Advance. We chose to implement just two sections of the new curriculum consistently: Shared Reading of grade level complex texts and Designated ELD which was connected to the Shared Reading text. We continued working on aligning lesson objectives and lessons planned in grade level professional learning communities to Common Core State Standards. We did this through CLOs (Content Language Objectives) posted in classrooms. Teachers have had Professional Learning on minimum day Wednesdays as well as on other PD days like in August before the school year began and on staff development days. Our second library prep staffed by a library teachers has helped us to have more PD time on Wednesdays with teachers. We have also released teachers once a week, on Tuesdays, with the help of a sub and our STIP sub for teacher to meet as a PLC (Professional Learning Community) and collaborate on grade level CCSS. Additionally, we have increased our grade level PLC grade level collaboration time to Wednesdays. Furthermore, teacher leaders have had bi-monthly professional development on leading their grade level PLC's. The focus has been to stay focussed on the integrity of a true PLCs focused on grade level standards, lesson planning and looking at data and student work together to gauge student learning. The grade level PLCs and Wednesday PD sessions have been facilitated by our ITL (Instructional Teacher Leader), ELD teacher leader and Climate and Culture teacher leader. Teachers were also videotaped around our school wide focus of shared reading and writing in response to reading. Teachers analyzed the videotaped lesson with a protocol and gave each other feedback. Additionally, students have received academic intervention through our After School Program, Super Star Literacy, Reading Partners and extended tutoring time by some a retired teacher and a classified staff. Our new teachers have received BTSA coaching by our ITL. or veteran teachers. Teachers held parent conferences to communicate reading levels and goals with parents.</p>	
<b>What evidence do you see that your practices are effective?</b>	
<p>Over 50% of teachers now are consistently posting CLOs. Feedback from teachers at PDs and PLCs show that teachers find them helpful in planning for teaching grade level standards. The ELL review and ILT walkthrough data show that we are improving in seeing evidence of grade level standards being taught in classrooms. Our IAB results and looking at student work for mastery of standards show that students learning outcomes are improving specifically in standards connected to writing about reading.</p>	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	

This coming year we will continue implementing the new curriculum Adelante Advance with a continued focus on Shared Reading with complex text and writing about reading. We need to work on pacing of lessons so that they are appropriately taught and students are engaged in the lesson. In addition, we will begin implementing the Word Work section also of Adelante Advance. We will need to continue to have coaching and facilitation of high quality PD and PLCs for to build teacher skills. We will continue focussing on teacher practice of CLOs (content language objective) and teacher collaboration in PLCs focused on grade level standards with appropriate DOK and looking at data and student work with facilitation of a teacher leader. One other important focus will be on Kindergarten foundational skills: phonemic awareness, phonics, sight words and reading fluency. as we see that our students in the lower grades don't have the required foundational reading skills to be successfully reading on grade level.

**19-20 Standards-Based Instruction Priority: STEM/STEAM**

<b>Theory of Change:</b>	If teachers engage students in grade level complex text and complex tasks with academic discussions and language scaffolds based on CCSS and NGSS we will see an increase in the percentage of our students reaching grade level proficiencies.
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<b>Related School Goal:</b>	By June 2020 at least 20% students will be proficient in Math as measured by SBAC.
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**Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

We continued to work on engaging students with complex texts, tasks with academic discussions and language scaffolds based on CCSS and NGSS. Lessons were planned in grade level professional learning communities to Common Core State Standards and NGSS standards. We did this through CLOs (Content Language Objectives) posted in classrooms and Science notebooking. Teachers have had Professional Learning on minimum day Wednesdays as well as on other PD days like in August before the school year began and on staff development days. Our second library prep staffed by a library teachers has helped us to have more PD time on Wednesdays with teachers. We have also released teachers once a week, on Tuesdays, with the help of a sub and our STIP sub for teacher to meet as a PLC (Professional Learning Community) and collaborate on grade level CCSS and NGSS. The grade level PLCs and Wednesday PD sessions have been facilitated by our ITL (Instructional Teacher Leader), ELD teacher leader and Climate and Culture teacher leader. Additionally, students have received academic intervention through our After School Program. Our new teachers have received BTSA coaching by our ITL. Additionally, some teachers took advantage of the optional Math PLC lead by our ITL on Fridays.

**What evidence do you see that your practices are effective?**

Over 50% of teachers now are consistently posting CLOs. Feedback from teachers at PDs and PLCs show that teachers find them helpful in planning for teaching grade level standards. The ELL review and ILT walkthrough data show that we are improving in seeing evidence of grade level standards being taught in classrooms. The IABs show improved results.

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

We will need to continue supporting teacher learning and collaboration on grade level standards. We need to continue focusing on teachers crafting robust CLOs and implementing lessons that have the appropriate Depth of Knowledge called for in grade level standards. We need to continue developing teacher skills in implementing SLPs (Structured Language Practices) and Integrated ELD.



<b>19-20 Conditions for Student &amp; Adult Learning Priority:</b>		<b>Culture &amp; Climate: All students especially students who are low income and experience trauma need predictable structures to feel safe, have positive connections to each other and to adults. To this end, through PBIS we will implement Routines and Procedures that create a predictable and safe environment by having clear expectations and reinforcing the expectations positively and having logical consequences and reteaching for mis-behavior. As students feel safe and more connected to school they are more likely to attend school consistently.</b>
<b>Theory of Change:</b>	If we implement PBIS strategies of clear expectations and reinforcement including reteaching and looking at data continuously, our common areas and classrooms will be more orderly, students will feel safe and our students will attend school more regularly.	
<b>Related School Goal:</b>	By June 2020, 80% of fifth grade students report that they can graduate from college and 90% feel safe at school on CHKS survey while overall we maintain a chronic absenteeism rate of less than 10%	
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>		
We had assemblies and stations at the start of the school year and assemblies after the Winter break to teach and reinforce school wide expectations for common areas. We also have a incentive and a consequence system for reinforcing the expectations. The rewards system includes Bulldog paws, student store run by parent volunteers with prizes and Bulldog bashes.		
<b>What evidence do you see that your practices are effective?</b>		
PBIS walkthrough with teacher leaders and school PBIS coach captured data showing that over 70% of classrooms have school wide expectations posted and classroom rules were connected to school wide expectations of Being Safe, Respectful and Responsible. 88% of teachers used active supervision in their classrooms and 88% used teacher to student proximity with their seating arrangements. In 83% of classrooms transitions were smooth and took no longer than 2-3 minutes. 75% of teachers were prepared for their lesson. 100% of teachers uses calm, objective tone of voice when responding to student behavior. 71% of teacher used multiple strategies to correct problem behavior. 46.7% of classrooms have high levels of PBIS implementation. In addition to tier 1 PBIS systems, we have put in place tier 2 and tier 3 incentive systems and behavior plans for students as needed. We have begun to have more frequent classroom observation and feedback cycles for classroom teachers where tier 1 systems are not strongly in place. The playworks coaching and game time has been beneficial in building students' skills to play games and problem solve disputes that come up at recesses.		
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>		



We will be presenting the walkthrough data collection tool to teachers before the school year begins in order to improve PBIS implementation. We will continue have assemblies and stations to teach expectations. We will analyze consequence breaks and URF data to strategize on how to support students who are not meeting expectations. We will have facilitate a walkthrough a month into the school year to collect data and make changes earlier in the school year. In addition to our PBIS work, the PBIS team will develop a 3 year plan for Restorative Justice at Bridges. We want to expand coaching, classroom observation and feedback cycles for classroom teachers where tier 1 systems are not strongly in place. We also want to ncrease Teacher Leaders' and out of classroom leadership staff's understanding of Equity through the lens of systemic oppression and collect baseline data. ILT or PBIS teams along with district coaches will develop a 3 year plan for SEL instruction at Bridges. We hope to have closer to 75% of classrooms at high implementation levels of PBIS as measured by our walkthrough tool.

**19-20 Conditions for English Language Learners  
Priority:**

**EL Reclassification**

**Theory of Change:**

If students received high quality designated and integrated ELD the percentage of students who reclassify will increase by at least 5%.

**Related School Goal:**

Increase by 5 percentage points the percent of ELs who qualify for reclassification.

**Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

We continued working on students receiving high quality designated and integrated ELD. We did this through the implementation of the Designated ELD section of tghe new Curriculum Adelante/Advance and PD and PLC time for teachers on designated and integrated ELD strategies. For integrated ELD we focused on CLOs. Our ELD teacher leader provided coaching, PD and intervention for LTELs and newcomers. She also coordinated the ELPAC. We also worked on SLPs to increase student talk. The ELD teacher leader did classroom observations and walkthroughs as well as conducted ELL reviews to check on the implementation of practices for ELLs in the classroom and capture trends odf practices.

**What evidence do you see that your practices are effective?**

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

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

We will need to continue implementing Designated ELD using the new curriculum Adelante Advance. Teachers will need coaching on implementation of the new curriculum with a specific focus on pacing for daily lessons, weekly genre/unit implementation and year long scope and sequence. We need to continue working on 100% of teachers implementing Designated ELD for 150 minutes a week. Classroom observations and walkthroughs done by ELD teacher leader show that currently only 50% of teachers are consistently implementing designated ELD for 150 minutes a week. We will also be working on 100% of teachers will utilizing integrated ELD strategies to support ELLs, including site focal GLAD strategies and hip pocket tools.

**DEPARTURE FROM PLANNED 19-20 SPSA BUDGET**

**Please describe any significant differences between your 19-20 SPSA *proposed* budget and your *estimated actual* budget for 2019-20. If you made changes, why?**

We received mid-year adjustment funds for Title 1 and Title 4 . We employed a 0.8 FTE TSA to give upper grade students academic intervention and we purchased a chromebook cart.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES					
School:		Bridges Academy at Melrose		School ID:	178
3: SCHOOL STRATEGIES & ACTIONS		Click here for guidance on SPSA practices			
District Strategy: Building CONDITIONS FOR STUDENT LEARNING					
School Priority ("Big Rock"):	Equitable and Rigorous Instruction for all Students				
School Theory of Change:	If teachers and leadership deeply engage in learning about how race and bias impacts student learning and experience then they will continuously build the mindsets needed to implement rigorous, equitable, and engaging instruction across differences.				
Related Goal(s):	90% of African American, Newcomer, APIA, Arabic speaking and students with IEPs report feeling safe and welcome at Bridges				
Students to be served by these actions:	All Students				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?	
1-1	Teachers will explicitly teach SEL through the CSC2 curriculum during Morning Meeting/Morning Circle.80% of classrooms will use CSC2 curriculum to guide their morning circles/morning meetings. Morning meetings will include regular discussions about good attendance and teachers and students will fill in attendance tracker together.	Leadership will facilitate professional development and collaboration time for teachers to plan on how to use CSC2 in their classrooms/grade levels. Community School Manager (Attendance Lead) will support the implementation of the classroom attendance tracker by presenting it to teachers, creating the prize menu to incentivize students and following up with teachers when tracker is completed.	80% of teachers will use CSC2 curriculum to guide morning meeting/morning circle. Data collected in classroom observations/walkthroughs	Our chronic absenteeism rate for our low income students is still too high: above 12%. 100% of our suspensions have been for our students with disabilities in our SDC ICE classroom. Several students including newcomers who need additional literacy intervention are not receiving intervention.	

1-2	<p>100% of students referred to COST will participate in targeted interventions. Teachers and COST will implement practices like incentive systems and targeted SSTs and SARTs to reduce student chronic absence especially for target groups; TK/Kindergarten, primary SEL classrooms and African American students</p>	<p>Attendance Team meetings 2X per month to implement comprehensive attendance improvement plans. Attendance team gives a 10 minute report at each staff meeting and engages teachers on action steps that teachers can take to improve attendance. Fund Community School Program Manager. Continue collaborating with Oakland Natives Give Back. Tier 1 attendance incentive systems are consistently implemented. SST's, SART and SARB are held regularly and in a timely manner.</p>	<p>Chronic absenteeism rate below 9%</p>	<p>Our chronic absenteeism rate for our low income students is still too high: above 12%. 100% of our suspensions have been for our students with disabilities in our SDC ICE classroom. Several students including newcomers who need additional literacy intervention are not receiving intervention.</p>
1-3	<p>Teachers and other school staff will invite parents: to participate in adult education in various topics including the newly establish Dual Language program that will help families support their child's education and understand the goals and benefits of Dual Language programming and to volunteer in classrooms, the cafeteria, yard supervision, student store and involvement in the running of the school wide events.</p>	<p>Summer work by Community School Program Manager, 10 month student advisor TSA funded. Fund Community School Program Manager. Fund, Playworks. Community School Program Manager with the Principal will coordinate and do outreach for events to ensure high quality family engagement and partnership with families to create a unified, collaborative and supportive school community where all stakeholders participate. Classes, workshops and presentations will be coordinated with district central office staff and community organizations.</p>	<p>Increase number of cleared parent volunteers by 50%. A minimum of 6 of these types of Family Engagement opportunities will be coordinated and offered to all families.</p>	<p>While there are many opportunities for family engagement, the number of low income families participating in activities vary.</p>

1-4	Teachers will actively shift instruction and conditions for learning to meet the academic and SEL needs of African American, Newcomer, Arabic Speaking, APIA, and Students with IEPs.	Leadership will facilitate professional development and collaboration time for teachers to engage with how bias and white supremacy historically and presently impacts instruction for all students across racial difference. Leadership will apply the SCARF framework in the design of all professional learning opportunities.	80% of the teachers will report confidence in being able to identify how bias, white supremacy, and systemic racism impacts their instruction and expectations- specifically for African American, Newcomer, ELL, Arabic Speaking, and Students with IEPs.	As the curriculum is new, teachers of low income students and ELLs are struggling with pacing. Lessons take longer than they should. Additionally, many teachers are unsure how to support newcomers. Designated ELD and Integrated ELD practices as well as implementation of CLOS (Content Language Objectives) at appropriate DOK (Depth of Knowledge) of the standards is not consistently implemented in all classrooms.
1-5	Teachers will reference and integrate their PBIS classroom matrices during instruction on a daily basis.	Leadership will facilitate professional development and collaboration time for teachers to engage the PBIS classroom Matrices.	80% of Teachers will report daily use of Classroom Matrix to support routines and procedures	Most of our low income and ELL students, over 75%, are still underperforming on the state SBAC assessment both in ELA and Math. Over 50% of our Kindergarten and First grade low income students have not mastered essential foundational literacy and numeracy skills.

1-6	Teachers will regularly reflect on data in data conferences to guide COST referrals for academic and SEL needs.	Leadership will attend weekly COST meetings, schedule 2+ data conferences with all teachers, facilitate the tracking of intervention, provide professional development around the COST referral process, and facilitate SST meetings as needed.	100% of students referred to COST will have received 1 or more intervention.	Most of out low income and ELL students, over 75%, are still underperforming on the state SBAC assessment both in ELA and Math. Over 50% of our Kindergarten and First grade low income students have not mastered essential foundational literacy and numeracy skills.
1-7	Students, families and staff will engage in visioning for creating a compelling Bridges identity that norms our beliefs and actions towards high expectations for ourselves and our students that reflects our vision, mission and values	Leadership will prepare a thoughtful structure for authentic engagement in creating a school identity.	Documentation, posters and graphics that give voice to your school identity.	Most of out low income and ELL students, over 75%, are still underperforming on the state SBAC assessment both in ELA and Math. Over 50% of our Kindergarten and First grade low income students have not mastered essential foundational literacy and numeracy skills.

**District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION**

<b>School Priority ("Big Rock"):</b>	STEM / STEAM			
<b>School Theory of Change:</b>	If teachers engage students in grade-level complex text and complex tasks with academic discussions and language scaffolds based on CCSS and NGSS we will see an increase in the percentage of our students reaching grade-level proficiencies.			
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.			
<b>Students to be served by these actions:</b>	<i>All Students</i>			
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?</b>

2-1	Teachers design and implement complex tasks using language scaffolds and goals (CLO's) to cultivate critical thinking aligned to CCSS and NGSS standards to reason, provide evidence, and extend thinking. Teachers monitor student learning especially for GATE students through multiple forms of authentic assessment to determine mastery.	Principal, ITL and ILT plan and implement professional development for teachers, extended contract and sub time may be used to create time and space for teachers to do grade level planning. STIP sub can provide coverage for peer observations. Library teacher will provide second prep to increase PD time on Wednesdays for teachers.	Authentic assessment analysis evidenced in grade level PLC notes	Most of out low income and ELL students, over 75%, are still underperforming on the state SBAC assessment both in ELA and Math. Over 50% of our Kindergarten and First grade low income students have not mastered essential foundational literacy and numeracy skills.
2-2	100% of students will participate in academic discussions in CCSS aligned Math and Science tasks designed for all students including students with disabilities and targetted English Language Learner students that emphasize conceptual understanding and application at least three times a week.	Principal, ITL and ILT plan and implement professional development for teachers, extended contract and sub time may be used to create time and space for teachers to do grade level planning. STIP sub can provide coverage for peer observations. Library teacher will provide second prep to increase PD time on Wednesdays for teachers.	Academic discussion rubrics and BAM classroom observation tool show evidence from classroom walk through and observations	Most of out low income and ELL students, over 75%, are still underperforming on the state SBAC assessment both in ELA and Math. Over 50% of our Kindergarten and First grade low income students have not mastered essential foundational literacy and numeracy skills.
2-3	All teachers (TK-5th) will engage all students especially targeted newcomer students in Number Talks aligned to grade level common core standards at least three times a week	The principal and ITL will conduct walkthroughs and classroom observations and use an ILT created checklist or tool to provide feedback. PD sessions for Math for new teachers will focus on implementation of Number Talks STIP sub will release teachers for peer observations. ILT member will get extended contract pay.	Classroom observations with the use of BAM classroom observation tool show evidence and schedules	Most of out low income and ELL students, over 75%, are still underperforming on the state SBAC assessment both in ELA and Math. Over 50% of our Kindergarten and First grade low income students have not mastered essential foundational literacy and numeracy skills.

2-4	Teachers will refer students not making adequate progress to the After School Program as a resource will be aligned to Math and Literacy 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 or end-of-unit assessments, IABs	Most of our low income and ELL students, over 75%, are still underperforming on the state SBAC assessment both in ELA and Math. Over 50% of our Kindergarten and First grade low income students have not mastered essential foundational literacy and numeracy skills.
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2-5	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.	Meeting notes and classification/recommendation forms and placement class lists. Peer observation schedule.	Most of out low income and ELL students, over 75%, are still underperforming on the state SBAC assessment both in ELA and Math. Over 50% of our Kindergarten and First grade low income students have not mastered essential foundational literacy and numeracy skills.
2-6	Teachers will facilitate 100% of students' Math conceptual learning through access to STMath software. Teachers will monitor learning and provide data based differentiated instruction in Math.	TSA will provide PD for teachers on the use of STMath. PLC release teachers will use STMath with all students	ST Math data	Most of out low income and ELL students, over 75%, are still underperforming on the state SBAC assessment both in ELA and Math. Over 50% of our Kindergarten and First grade low income students have not mastered essential foundational literacy and numeracy skills.

**District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum**

<b>School Priority ("Big Rock"):</b>	Foundational Skills and Implementation of standards aligned curriculum with small group differentiated instruction
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<b>School Theory of Change:</b>	If we provide students with systematic foundational skills instruction and implement a standards aligned curriculum our students will improve in their literacy development			
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.			
<b>Students to be served by these actions:</b>	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

3-1	<p>100% of 3-5 classrooms will participate in close/shared reading of grade level complex texts from Adelante/Advance curriculum with Content Language Objectives and participate in text-based academic discussions and evidenced based writing in response to the text.</p>	<p>PD and PLCs teacher development time will focus on pacing and Depth of Knowledge of lessons. Teachers will participate in PLC every week that are facilitated by a coach or PLC teacher leader for collaboration around grade level standards, criteria for learning success and analysis of student work against the criteria for learning. The principal, teacher coaches, and ILT members will conduct walkthroughs to observe close/shared reading of complex texts and academic discussion. Data from walkthroughs will be recorded on BAM classroom observation tool. Teacher coaches 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 to provide leadership in the school's instructional program. 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 with BAM classroom observation tool show evidence. 100% of 3-5 grade classrooms observed are using complex texts with text based academic discussions. PLC notes show that teachers are analyzing evidence based writing against agreed upon criteria for student work.</p>	<p>Most of our low income and ELL students, over 75%, are still underperforming on the state SBAC assessment both in ELA and Math. Over 50% of our Kindergarten and First grade low income students have not mastered essential foundational literacy and numeracy skills.</p>
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3-2	<p>100% of K-2 classrooms, including our Dual Language program Kindergarten cohort and our early exit bilingual programs will provide systematic instruction in Foundational Skills: phonological awareness, phonics, sight words and fluency. For students not meeting benchmarks per assessments, small group differentiated instruction will be provided.</p>	<p>PD and PLCs teacher development time will focus on learning and pacing of the curriculum and resources for teaching foundational skills . Teachers will participate in PLC every week that are facilitated by a coach or PLC teacher leader for collaboration around grade level foundational skills standards, grade level benchmarks for progress and analysis of student data . The principal,teacher coaches, and ILT members will conduct walkthroughs to observe teaching and learning of foundational skills. Teacher coaches 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 to provide leadership in the school's instructional program. Teachers will have extended contract hours, Wednesday PD time facilitated by ITL and/or substitute release time to collaborate with other teachers to design foundational skills lessons and differentiation in small group instruction. Library teacher will provide second prep to increase PD time on Wednesdays for teachers.</p>	<p>Walkthrough and classroom observation notes and rubric. 100% of K-2 grade classrooms observed are implementing daily systematic foundational skills lessons. PLC notes show that teachers are analyzing benchmark assessment data to make changes to instructions and to provide differentiated instruction.</p>	<p>Most of our low income and ELL students, over 75%, are still underperforming on the state SBAC assessment both in ELA and Math. Over 50% of our Kindergarten and First grade low income students have not mastered essential foundational literacy and numeracy skills.</p>
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3-3	<p>Teachers will provide tier 1 academic intervention for students in their classroom as seen in their weekly schedules. Teachers will refer students not making adequate progress in Reading to COST and the Intervention Team so that students can be matched with intervention resources.</p> <p>Tier 2 intervention will be provided by classified staff, Girls Inc after school program staff, retired teachers on extended contract pay, Reading Partners, Super Star Literacy, Kindergarten tutors, teachers on extended contract pay or by TSA's.</p>	<p>The principal, teacher leaders, intervention teacher and teachers will work closely with intervention providers to facilitate alignment to school wide goals and key strategies and to monitor student progress.</p>	<p>Progress monitoring data reviewed regularly</p>	<p>Most of out low income and ELL students, over 75%, are still underperforming on the state SBAC assessment both in ELA and Math. Over 50% of our Kindergarten and First grade low income students have not mastered essential foundational literacy and numeracy skills.</p>
3-4	<p>The library teacher will provide grade level CCSS aligned ELA instruction and all students will check out books from the school library. Books will reflect students diverse and rich cultures.</p>	<p>The principal, library teacher and teacher leaders 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.</p>	<p>Library check out cards and computer software</p>	<p>Most of out low income and ELL students, over 75%, are still underperforming on the state SBAC assessment both in ELA and Math. Over 50% of our Kindergarten and First grade low income students have not mastered essential foundational literacy and numeracy skills.</p>

3-5	Students will have access to computer software such as RAZ kids and computer hardware like Chromebooks to accelerate their progress in reading and writing.	The principal and teacher leaders will coordinate the purchasing and communication needed regarding the use of reading software.	Data reports on use of the software	Most of out low income and ELL students, over 75%, are still underperforming on the state SBAC assessment both in ELA and Math. Over 50% of our Kindergarten and First grade low income students have not mastered essential foundational literacy and numeracy skills.
3-6	All teachers (TK-5th) will engage all students especially ELLs and African American students will engage, at least three times a week, in Writing in Response to Reading complex texts activities as seen in teachers weekly schedules.	TSAs will provide structured PD, PLCs and coaching on the topic of Writing in Response to reading of grade level complex texts	Every six weeks teachers will analyze On Demand writing samples for students mastery of grade level reading and writing standards.	Most of out low income and ELL students, over 75%, are still underperforming on the state SBAC assessment both in ELA and Math. Over 50% of our Kindergarten and First grade low income students have not mastered essential foundational literacy and numeracy skills.

**District Strategy: Building CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

<b>School Priority ("Big Rock"):</b>	Focused high quality professional development, PLC's that are teacher leader led and strategic results oriented coaching
<b>School Theory of Change:</b>	If Bridges' teachers have opportunities for professional growth that include PD, PLC, coaching and peer observations teachers will grow in their capacity to provide high quality standards aligned instruction for all students
<b>Related Goal(s):</b>	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	<p>All teachers will participate in weekly PD and PLC collaboration time focused on the CCSS, NGSS and conditions for learning. The focus of our PD and PLC will be the areas of focus outlined in our site plan in ELA &amp; Literacy (Evidence-based writing, complex texts, small group instruction, foundations skills and the new Adelante/Advance curriculum). The PD and PLC will also focus on areas outlined above in our site plan on student conditions for learning particularly newcomers, ELLs and racially minority students and in ELD on CLOs, SLPs, GLAD within the framework of designated and integrated ELD practices. Math and Science PD and PLC will focus on language development and complex tasks.</p>	<p>Teacher leaders in collaboration with the Instructional Leadership Team will plan and implement high quality professional development and professional learning communities aligned to school wide goals and key strategies</p>	<p>ILT, PLC and PD agendas and powerpoints if needed. Teacher feedback forms.</p>	<p>As the curriculum is new, teachers of low income students and ELLs are struggling with pacing. Lessons take longer than they should. Additionally, many teachers are unsure how to support newcomers. Designated ELD and Integrated ELD practices as well as implementation of CLOS (Content Language Objectives) at appropriated DOK (Depth of Knowledge) of the standards is not consistently implemented in all classrooms.</p>

4-2	Teachers will have opportunities to observe each other teach in order to learn and improve their own and their peers' instruction of the CCSS and NGSS.	Teacher leaders will provide resources and templates to teachers for peer observations and feedback. Teachers will have access to a leadership created and monitored STIP sub schedule and budget codes for getting district subs for peer observations.	Peer observation note-taking templates, notes on PLC agendas of discussion of instructional practices	As the curriculum is new, teachers of low income students and ELLs are struggling with pacing. Lessons take longer than they should. Additionally, many teachers are unsure how to support newcomers. Designated ELD and Integrated ELD practices as well as implementation of CLOS (Content Language Objectives) at appropriate DOK (Depth of Knowledge) of the standards is not consistently implemented in all classrooms.
4-3	Teachers will have access to data trackers and progress monitoring tools as well as time with a STIP sub or a district sub to complete assessments for progress monitoring towards grade level standards	Teacher leaders will provide resources and templates to teachers for recording data and for data analysis. Teachers will have access to a leadership created and monitored STIP sub schedule and budget codes for getting district subs.	The data trackers and STIP schedule templates	Most of our low income and ELL students, over 75%, are still underperforming on the state SBAC assessment both in ELA and Math. Over 50% of our Kindergarten and First grade low income students have not mastered essential foundational literacy and numeracy skills.



4-4	Teachers will have opportunities to develop in leadership and to contribute to school wide decisions	Collaboratively developed agreements and norms will be used in facilitation of all meeting, workshops and sessions. Committees such as ILT, FC, PBIS, Attendance, K2C, SSC, PC will have teacher representatives. PLC Teacher leadership PD will be held regularly so that teacher leaders can facilitate their grade level team meetings and standards aligned work.	Meeting notes and feedback forms	Most of our low income and ELL students, over 75%, are still underperforming on the state SBAC assessment both in ELA and Math. Over 50% of our Kindergarten and First grade low income students have not mastered essential foundational literacy and numeracy skills.
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#### CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

<b>School Priority ("Big Rock"):</b>	EL Progress Towards Proficiency and Reclassification			
<b>School Theory of Change:</b>	If students received high quality designated and integrated ELD, all ELLs will make progress towards English language proficiency each year and the percentage of students who reclassify will increase by at least 5%.			
<b>Related Goal(s):</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.			
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>			
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?</b>

5-1	100% of teachers will implement 150 minutes a week of Designated ELD, differentiating by level when possible.	Teachers will continue to use Adelante/Advance curriculum with suggestions for ELD differentiation. They will also integrate 2-3 framework practices specified in the CA ELA/ELD Framework for designated ELD as needed for the content. 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.	Classroom observations and feedback notes	Most of out low income and ELL students, over 75%, are still underperforming on the state SBAC assessment both in ELA and Math. Over 50% of our Kindergarten and First grade low income students have not mastered essential foundational literacy and numeracy skills.
5-2	All teachers will continue to 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 site GLAD trainer will train and coach teachers on GLAD strategies and Adelante/Advance Designated ELD lessons in conjunction with the ELD Teacher Leader/TSA. Extended contract pay and sub release days for teacher training.	Classroom observations and feedback notes	Most of out low income and ELL students, over 75%, are still underperforming on the state SBAC assessment both in ELA and Math. Over 50% of our Kindergarten and First grade low income students have not mastered essential foundational literacy and numeracy skills.

5-3	Teacher leaders will hold parent workshops to educate them on English Language Learners and the reclassification criteria at least two times each year and data presented at the workshops	The ELD teacher leader will lead and coordinate reclassification workshops for parents.	Parent workshop sign in form	While there are many opportunities for family engagement, the number of low income families participating in activities vary.
5-4	100% of teachers will include an explicit language objective in at least four-five subject area lessons: e.g. Shared Reading, Math , Science and Writing	Training for teacher on the development of content language objectives will be nested in content PDs. ELD Teacher Leader and ITL will support teachers in creating daily CLOs during PD and PLCs collaboration time. Coaching feedback will include feedback on CLO's.	Classroom observations and feedback notes	
5-5	All teachers will monitor the progress of students in ELD through the ELPAC practice tests, writing assignment, and/or exit tickets.	Training by teacher leaders on ELPAC scoring and coordination of progress monitoring tools, agreements and recording templates . PD and PLC dedicated time on the agenda to analyze assessments.	ELD progress trackers	Most of our low income and ELL students, over 75%, are still underperforming on the state SBAC assessment both in ELA and Math. Over 50% of our Kindergarten and First grade low income students have not mastered essential foundational literacy and numeracy skills.

5-6	2-5th grade newcomer students will receive survival English classes. Specific newcomer students will received SIPPS phonics based literacy intervention.	Newcomer TSA will provide survival English and SIPPS intervention for 2nd-5th grade students.	Newcomer schedule and newcomer assessment data	Most of out low income and ELL students, over 75%, are still underperforming on the state SBAC assessment both in ELA and Math. Over 50% of our Kindergarten and First grade low income students have not mastered essential foundational literacy and numeracy skills.
5-7	Teachers will facilitate newcomer students access to Imagine Learning software and monitor student progress in English language development	ELD TSA and the newcomer teacher will orient classroom teachers and newcomer students in the use of Imagine Learning	Imagine Learning data	Most of out low income and ELL students, over 75%, are still underperforming on the state SBAC assessment both in ELA and Math. Over 50% of our Kindergarten and First grade low income students have not mastered essential foundational literacy and numeracy skills.

**PROPOSED 2020-21 SCHOOL SITE BUDGET**
**Site Number: 178**
**School: Bridges Academy at Melrose**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
After school will support literacy and numeracy development for low performing ELLs	\$114,449	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will refer students not making adequate progress to the After School Program as a resource will be aligned to Math and Literacy learning needs of lowest performing students.	178-1
All students will have access to basic school supplies	\$14,126	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	All teachers (TK-5th) will engage all students especially ELLs and African American students will engage, at least three times a week, in Writing in Response to Reading complex texts activities as seen in teachers weekly schedules.	178-2
All students will have access to basic school supplies and resources	\$5,874	General Purpose Discretionary	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers and COST will implement practices like incentive systems and targeted SSTs and SARTs to reduce student chronic absence especially for target groups; TK/Kindergarten, primary SEL classrooms and African American students	178-3
All students will have access to adequate learning materials and resources	\$4,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will provide tier 1 academic intervention for students in their classroom as seen in their weekly schedules. Teachers will refer students not making adequate progress in Reading to COST and the Intervention Team so that students can be matched with intervention resources. Tier 2 intervention will be provided by classified staff, Girls Inc after school program staff, retired teachers on extended contract pay, Reading Partners, Super Star Literacy, Kindergarten tutors, teachers on extended contract pay or by TSA's.	178-4
All students will have access to adequate learning materials and resources	\$1,506	General Purpose Discretionary	5720	Maintenance Work Orders	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	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.	178-5

A teacher leader will coordinate COST services and professional learning for teachers specifically to support to ELLs, newcomers, African American students and Arabic speaking students.	\$98,639	LCFF Concentration	1105	Certificated Teachers' Salaries	2031	Teacher, Structured English Immersion	0.95	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will actively shift instruction and conditions for learning to meet the academic and SEL needs of African American, Newcomer, Arabic Speaking, APIA, and Students with IEPs.	178-6
Students will have access to online learning resources during distance learning	\$593	LCFF Concentration	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	100% of K-2 classrooms, including our Dual Language program Kindergarten cohort and our early exit bilingual programs will provide systematic instruction in Foundational Skills: phonological awareness, phonics, sight words and fluency. For students not meeting benchmarks per assessments, small group differentiated instruction will be provided.	178-7
A teacher leader will coordinate SEL curriculum and PBIS to create a positive school climate for all students especially newcomers and African American students.	\$5,191	LCFF Supplemental	1105	Certificated Teachers' Salaries	2031	Teacher, Structured English Immersion	0.05	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will explicitly teach SEL through the CSC2 curriculum during Morning Meeting/Morning Circle.80% of classrooms will use CSC2 curriculum to guide their morning circles/morning meetings. Morning meetings will include regular discussions about good attendance and teachers and students will fill in attendance tracker together.	178-8
A STIP will release teachers for grade level Professional Learning Community collaboration and for peer observations to improve Structured Language Learning practices for ELLs to engage in student talk and academic language development.	\$17,691	LCFF Supplemental	1105	Certificated Teachers' Salaries	2087	STIP Teacher	0.30	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	100% of students will participate in academic discussions in CCSS aligned Math and Science tasks designed for all students including students with disabilities and targetted English Language Learner students that emphasize conceptual understanding and application at least three times a week.	178-9
Community School Program Manager will facilitate parent workshop on our new Dual Language Program	\$52,430	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	2166	Program Mgr Community School	0.40	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers and other school staff will invite and train parents: to participate in adult education in various topics including the newly establish Dual Language program that will help families support their child's education and understand the goals and benefits of Dual Language programming and to volunteer in classrooms, the cafeteria, yard supervision, student store and involvement in the running of the school wide events.	178-10
A 0.25 noon supervisor will ensure students are engaged in positive and safe play at recess	\$8,061	LCFF Supplemental	2905	Other Classified Salaries	5133	Noon Supervisor	0.25	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will actively shift instruction and conditions for learning to meet the academic and SEL needs of African American, Newcomer, Arabic Speaking, APIA, and Students with IEPs.	178-11

The Teacher on Special Assignment will facilitate teacher professional learning with special attention to Newcomer and English Language Development	\$49,190	LCFF Supplemental	1105	Certificated Teachers' Salaries	557	Teacher, Structured English Immersion	0.50	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	All teachers will participate in weekly PD and PLC collaboration time focused on the CCSS, NGSS and conditions for learning. The focus of our PD and PLC will be the areas of focus outlined in our site plan in ELA & Literacy (Evidence-based writing, complex texts, small group instruction, foundations skills and the new Adelante/Advance curriculum). The PD and PLC will also focus on areas outlined above in our site plan on student conditions for learning particularly newcomers, ELLs and racially minority students and in ELD on CLOs, SLPs, GLAD within the framework of designated and integrated ELD practices. Math and Science PD and PLC will focus on language development and complex tasks.	178-12
Teacher extended contract stipends will support teachers in participating as leaders in instructional planning	\$18,885	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will have opportunities to develop in leadership and to contribute to school wide decisions	178-13
Substitute teachers will support classroom teachers in completing assessment of student learning	\$12,590	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	All teachers will monitor the progress of students in ELD through the ELPAC practice tests, writing assignment, and/or exit tickets.	178-14
The Teacher on Special Assignment will facilitate teacher professional learning	\$112,589	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7598	TSA 10 Pay	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Principal, ITL and ILT plan and implement professional development for teachers, extended contract and sub time may be used to create time and space for teachers to do grade level planning. STIP sub can provide coverage for peer observations. Library teacher will provide second prep to increase PD time on Wednesdays for teachers.	178-15
The half time bilingual clerk will support families in communication about parent education opportunities offered at the school to help support their children at home	\$27,895	LCFF Supplemental	2405	Clerical Salaries	915	Clerk Bilingual	0.50	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teacher leaders will hold parent workshops to educate them on English Language Learners and the reclassification criteria at least two times each year and data presented at the workshops	178-16

Students will have access to online learning resources during distance learning	\$9,106	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	100% of K-2 classrooms, including our Dual Language program Kindergarten cohort and our early exit bilingual programs will provide systematic instruction in Foundational Skills: phonological awareness, phonics, sight words and fluency. For students not meeting benchmarks per assessments, small group differentiated instruction will be provided.	178-17
Girls Inc will provide literacy tutoring for students who are behind grade level, Playworks will engage students in health fitness habits	\$48,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will provide tier 1 academic intervention for students in their classroom as seen in their weekly schedules. Teachers will refer students not making adequate progress in Reading to COST and the Intervention Team so that students can be matched with intervention resources. Tier 2 intervention will be provided by classified staff, Girls Inc after school program staff, retired teachers on extended contract pay, Reading Partners, Super Star Literacy, Kindergarten tutors, teachers on extended contract pay or by TSA's.	178-18
The library teacher will teach students Common Core Standards and facilitate access to books	\$29,514	Measure G: Library	1105	Certificated Teachers' Salaries	557	Teacher, Structured English Immersion	0.30	Draft LCAP Goal 1: All students graduate college, career, and community ready.	The library teacher will provide grade level CCSS aligned ELA instruction and all students will check out books from the school library. Books will reflect students diverse and rich cultures.	178-19
Students will have access to multicultural books	\$4,220	Measure G: Library	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	The library teacher will provide grade level CCSS aligned ELA instruction and all students will check out books from the school library. Books will reflect students diverse and rich cultures.	178-20



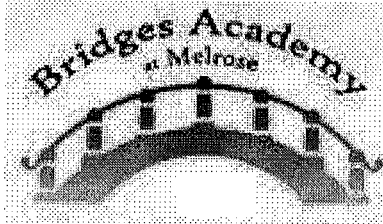
The STIP sub will support teacher's professional learning	\$41,280	Title I: Basic	1105	Certificated Teachers' Salaries	2087	STIP Teacher	0.70	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	PD and PLCs teacher development time will focus on pacing and Depth of Knowledge of lessons. Teachers will participate in PLC every week that are facilitated by a coach or PLC teacher leader for collaboration around grade level standards, criteria for learning success and analysis of student work against the criteria for learning. The principal, teacher coaches, and ILT members will conduct walkthroughs to observe close/shared reading of complex texts and academic discussion. Data from walkthroughs will be recorded on BAM classroom observation tool. Teacher coaches 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 to provide leadership in the school's instructional program. Teachers will have extended contract hours, Wednesday PD time facilitated by ITL and/or substitute release time to collaborate with other teachers to design CCSS aligned lesson objectives for close/shared reading of complex texts. Library teacher will provide second prep to increase PD time on Wednesdays for teachers.	178-21
A Teacher of Special Assignment will facilitate teacher professional learning	\$95,328	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	7215	TSA 10 Pay	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	100% of 3-5 classrooms will participate in close/shared reading of grade level complex texts from Adelante/Advance curriculum with Content Language Objectives and participate in text-based academic discussions and evidenced based writing in response to the text.	178-22
Students will have access to online learning resources during distance learning	\$11,738	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	100% of K-2 classrooms, including our Dual Language program Kindergarten cohort and our early exit bilingual programs will provide systematic instruction in Foundational Skills: phonological awareness, phonics, sight words and fluency. For students not meeting benchmarks per assessments, small group differentiated instruction will be provided.	178-23

Teachers will be paid extended contract stipends to engage families in learning how to support their children at home	\$3,216	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teacher leaders will hold parent workshops to educate them on English Language Learners and the reclassification criteria at least two times each year and data presented at the workshops	178-24
Students will have access to online learning resources during distance learning	\$50	Title IV: Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	100% of K-2 classrooms, including our Dual Language program Kindergarten cohort and our early exit bilingual programs will provide systematic instruction in Foundational Skills: phonological awareness, phonics, sight words and fluency. For students not meeting benchmarks per assessments, small group differentiated instruction will be provided.	178-25
Playworks contract engage students in games and will support safe and positive play at recesses	\$10,000	Title IV: Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will actively shift instruction and conditions for learning to meet the academic and SEL needs of African American, Newcomer, Arabic Speaking, APIA, and Students with IEPs.	178-26



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*



## **Title I, Part A School Parent and Family Engagement Policy**

### **Bridges Academy At Melrose**

**agrees to implement the following engagement practices, in keeping with  
Oakland Unified School District's Standards for Meaningful Family Engagement:**

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

*Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.*

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Parents Raising the Bar workshops on the second Tuesday of each month
- Parent-Student-Teacher conferences
- Classroom observations during SELL meetings
- The content of SSC and SELL meetings

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Kindergarten welcome orientation meeting
- Raising a Reader Kindergarten Take-Home book program
- Parent-Student-Teacher conferences
- SSC and SELL parent meetings
- Family Science night

- Family Literacy night
- Back-to-School Night
- Open House
- Super Star Literacy Family literacy event
- Reading Partners Family literacy event
- Girl Inc After School Program showcase

**OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

*Families and school staff engage in regular, two-way, meaningful communication about student learning.*

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved. This year the meeting will be held on Friday, October 11, 2019 this year

The school communicates to families about the school's Title I, Part A programs by:

- The annual Title 1 meeting held on Friday, October 11, 2019 this year
- SSC and SELL meetings

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Parents Raising the Bar workshops on the second Tuesday of each month
- Parent-Student-Teacher conferences
- Classroom observations during SELL meetings
- The content of SSC and SELL meetings

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Flyers in English, Spanish and often in Arabic
- Talking Points texting service in home language
- SchoolMessenger calls in English and Spanish
- School board with enlarged calendar of events in English and Spanish

- Translators offered for Teacher-Student-Parent conferences in Spanish, Mam and Arabic
- SSC, SELL and other meetings and workshops held in English, Spanish and whenever possible with Mam and sometimes Arabic translator

### **OUSD Family Engagement Standard 3: Parent Volunteering Program**

*Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.*

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Having a parent representative program
- Having an active Parent Action Committee
- Having an annual parent volunteer celebration
- Having parent volunteers raise funds through a Walk-a-Thon committee
- Having parent volunteers organize and raise funds at special events such as the *Autumn festival* and *Share the Love* festival
- Having parent volunteers in classrooms
- Having a parent volunteer program for supervision in the school cafeteria and yard

### **OUSD Family Engagement Standard 4: Learning at Home**

*Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.*

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Access to RAZ kids computer software
- Access to STMath computer software
- Providing homework
- Raising a Reader Kindergarten Take-Home book program
- Parent-Student-Teacher conferences
- Family Science night
- Family Literacy night
- Super Star Literacy Family literacy event

- Reading Partners Family literacy event

**OUSD Family Engagement Standard 5: Shared Power and Decision Making**

*Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.*

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Providing teachers opportunities to go to Home Visit trainings
- Providing teachers opportunities to listen to parent panels on parent aspirations and goals for their children

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- SSC meetings monthly with days and times decided upon by SSC members
- SELL meetings set by SELL committee members
- Parent-Student-Teacher conferences held at times convenient for parents
- Back-to-School night held at 5:30 p.m. to accommodate working families
- Open House, Family Science and Family Literacy night held late in the day to accommodate working families
- SST (Student Success Team) and IEP (Individual Education Plan) meetings held at times convenient to parents' schedules

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Having an annual Title 1 meeting this year on October 11, 2019
- Having the SSC meetings review Title 1 funding and programming

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Parents can observe their child's classroom by contacting the teacher in advance.
- Parents may volunteer to supervise learning activities in the classroom after fulfilling volunteer requirement (e.g. negative TB tests)
- Parents may volunteer to be classroom representatives
- Parents may volunteer to go on student field trips
- Providing opportunities at SELL meetings for parents to observe classrooms with an observation tool to understand good instruction

The school provides support for parent and family engagement activities requested by parents by:

- Maintaining clear open lines of communication between parents and principal.

**OUSD Family Engagement Standard 6: Community Collaboration and Resources**

*Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.*

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Creating a Parent Resource Center with technology
- Providing Parent ESL classes with babysitting available
- Raising a Reader Kindergarten Take-Home book program
- Family Science night partnering with Community Resources for Science
- Family Literacy night parente with the Oakland Literacy Coalition
- Super Star Literacy Family literacy event
- Reading Partners Family literacy event
- The Walk-a-thon committee engaging local businesses in fundraising


**Adoption**

This policy was adopted by the Bridges Academy At Melrose School Site Council on October 16, 2019 and will be in effect for the period of August 12, 2019 through May 28, 2020.

**The school will distribute this policy to all parents on or before September 30, 2019.**

ANITA IVERSON - COMELO

**Name of Principal**



**Signature of Principal**

10/16/19

**Date**

*Please attach the School-Parent Compact to this document.*

## School-Parent Compact



**Bridges Academy At Melrose**

**2019-20**

*This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.*

*This School-Parent Compact is in effect for the 2019-20 school year.*

### **School Responsibilities**

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
  - Implement a Common Core standards aligned curriculum Adelante Advance give access to grade level complex texts to all students
  - Implement a Common Core aligned standards aligned Math curriculum called Math Expressions
  - Implement the Next Generation Science Standards curriculum for Science
  - Implement Designated and Integrated ELD
  
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
  - Parent-Student-Teacher conferences will be held at the end of the first trimester and in the spring at the end of the 2<sup>nd</sup> trimester
  - Teachers will schedule other conferences as necessary



**3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

- Parents will receive progress reports after each trimester
- The SST (Student Success Team) process will provide support to students with special needs

**4) Provide parents reasonable access to staff.**

- Teachers will send communication through calls, texts or letters
- Teachers will send their conferencing schedule before conference weeks
- The principal will make appointments to meet with parents as necessary

**5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

- Parents can observe their child's classroom by contacting the teacher in advance.
- Parents may volunteer to supervise learning activities in the classroom after fulfilling volunteer requirement (e.g. negative TB tests)
- Parents may volunteer to be classroom representatives
- Parents may volunteer to go on student field trips

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

- There will be opportunities every second Tuesday of the month through Parents Raising the BAR for parents to learn about how to support their child at home
- There will be opportunities at SELL meetings for parents to observe classrooms with an observation tool to understand good instruction
- During Parent-Student-Teacher conferences, teachers will provide parents guidance (and materials when warranted) on how to work with children
- The SST (Student Success Team) and IEP (Individual Education Plan) process will provide support to students with special need

**7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

- Teachers will have opportunities to go to Home Visit trainings
- Teachers will have opportunities to listen to parent panels on parent aspirations and goals for their children

**8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

- Parent conferences will have options of translations in Spanish, Mam and Arabic
- All significant meetings: SSC , SELL and parent parents will have Spanish and Mam translation
- Teachers, Community School Program Manager and office staff will use TalkingPoints texting service for two way communication between school and parents

**Teacher Responsibilities**

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

**Parent Responsibilities**

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to my child's education.
- Send or take our child to school on time every day
- Make sure our child gets enough sleep (goes to bed early at 8:30 p.m.) and has a healthy breakfast
- Provide a quiet place and time for you to complete your homework.
- Review your homework, sign it and make sure you return it to school
- Attend the Back to School Night, the Academic Conferences with the teachers, the Visit to the School and other educational events
- Attend at least one event to know the academic performance of my child's class
- Make sure that our child wears their school uniform including appropriate footwear daily

This Compact was adopted by the Bridges Academy at Melrose on October 11, 2019, and will be in effect for the period of August 12, 2019 to May 28, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before November 30, 2019

**Signature of Principal   Date**



## Strategic Resource Planning

**2019-2020**

### **School Site Council Membership Roster – Elementary**

School Name: **Bridges Academy at Melrose**

Chairperson : Veronica Ester Perez Macario

Vice Chairperson: Mayra Gudino

Secretary: Andrea Pablo

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Anita Iverson-Comelo	X			
Martha Rosas		X		
Giovanni Escobar-Chavez		X		
Kevin Arrizon		X		
Rosana Covarrubias			X	
Veronica Ester Perez Macario				X
Mayra Gudino				X
Andrea Pablo				X
Isabel Ramirez Matias				X
Virginia Cruz				X

Meeting Schedule  
(day/month/time)

Third Wednesday of each month at 4:00 pm in the library.

#### **SSC Legal Requirements (EC Sections 65000-65001):**

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 except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal  
3 Classroom Teachers  
1 Other Staff  
**AND**  
5 Parents/Community Members