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Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Bridges Academy at Melrose

Ask of the Board Approval by the Board of Education of the 2023-2024 School Plan for Student Achievement (SPSA) for Bridges Academy at Melrose.

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

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

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

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for Bridges Academy at Melrose



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Bridges Academy at Melrose
CDS Code: 1612596002075
Principal: SarahJayn Kemp
Date of this revision: 4/28/20

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: SarahJayn Kemp	Position: Principal
Address: 1325 53rd Avenue Oakland, CA	Telephone: 510-535-3876 Email: sarah-jane.kemp@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/28/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & 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 | <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"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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 EDC § 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 and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4/28/2023

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

- | | | |
|------------------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|------------------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------------|

Signatures:

SarahJayn Kemp

Principal

SarahJayn Kemp

Signature

4/28/2023

Date

Mayra Gudino

SSC Chairperson

Mayra Gudino

Signature

4/28/2023

Date

Kathleen Arnold

Network Superintendent

K. Arnold

Signature

5/5/23

Date

Lisa Spielman

Director, Strategic Resource Planning

Lisa Spielman

Signature

5/5/2023

Date

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/23/2023	Instructional Leadership Team (ILT)	Conducted ILT work session to collaboratively work on the needs assessment.
2/13/2023	Instructional Leadership Team	

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$162,360.00
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	\$646,151.43

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)	\$148,500	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$25,200	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,960	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$327,345	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$9,900	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$162,360	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$483,791	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$646,151
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 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.

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
55.1%	44.9%	84.9%	26.3%	0.7%	0.0%	99.8%	8.7%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
2.5%	1.2%	91.1%	2.2%	0.0%	0.0%	0.3%	0.3%

1B: STUDENT GOALS & TARGETS

LCAP Goal 1: All students graduate college, career, and community ready.

School Goal for College, Career & Community Readiness: 90% of Kindergarten students will finish the school year proficient in grade-level foundational reading skills.

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	30.4%	2.2%	<i>not available until Fall 2023</i>	40.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	10.4%	4.3%	<i>not available until Fall 2023</i>	20.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	4.5%	4.8%	<i>not available until Fall 2023</i>	10.0%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-85.4	n/a	-107.1	<i>not available until Fall 2023</i>	-75.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	6.5%	2.2%	<i>not available until Fall 2023</i>	15.0%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-81	n/a	-118.2	<i>not available until Fall 2023</i>	-71.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	3.5%	<i>not available until Fall 2023</i>	20.0%

CAST (Science) at or above Standard	All Students	4.3%	n/a	3.0%	<i>not available until Fall 2023</i>	10.0%
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LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for Targeted Supports for Focal Student Groups: At least 25% of students with IEPs will make 1.5 years worth of growth in Reading as measured by i-Ready or alternative assessments for SDC students.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-136.9	n/a	-178.1	<i>not available until Fall 2023</i>	-125.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-158.4	n/a	-107.3	<i>not available until Fall 2023</i>	-138.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	0.0%	0.0%	<i>not available until Fall 2023</i>	10.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-136.2	n/a	-159.3	<i>not available until Fall 2023</i>	-116.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-148	n/a	-143.5	<i>not available until Fall 2023</i>	-128.0

Reclassification Measures & Annual Targets **Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	5.5%	3.1%	7.3%	<i>not available until Fall 2023</i>	8.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	40.0%	<i>not available until Fall 2023</i>	5.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal for Student & Family Engagement: Chronic absenteeism will be reduced from a rate of 50.6% to 10%.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	71.5%	75.3%	75.0%	<i>not available until Fall 2023</i>	80.0%
Out-of-School Suspensions	All Students	0.7%	n/a	0.0%	<i>not available until Fall 2023</i>	0.5%
Out-of-School Suspensions	African American Students	0.0%	n/a	0.0%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	Special Education Students	7.5%	n/a	0.0%	<i>not available until Fall 2023</i>	0.0%
Chronic Absenteeism	All Students	12.0%	10.4%	50.6%	<i>not available until Fall 2023</i>	9.0%
Chronic Absenteeism	African American Students	30.8%	60.0%	78.6%	<i>not available until Fall 2023</i>	25.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal for High-Quality Staff: At least 80% of Bridges instructional staff will rate Bridges professional development experiences as effective for positive school change as evidenced by post-professional development surveys.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	65.4%	80.5%	77.2%	<i>not available until Fall 2023</i>	85.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
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LCAP Goal 1: College, Career & Community Readiness

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. For the past five years, we have been building site capacity around effective Content Language Objectives through PD and PLC. Additionally, all low income students and as well as special education students have grade level Math instruction. All ELLs have explicit Designated ELD lessons.

Almost 200 ELLs, African American and Special Education students have intentional and targeted literacy intervention through the SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) or SPIRE which are research-based foundational skills program. Moreover the school holds an annual Career day where students who are African American, Asian and Latino/a are exposed to role models specially from their own multi-ethnic and racial backgrounds. Each classroom including classrooms of unhoused and students in foster care participate in an annual Science fairs and also have the opportunity to participate in the Martin Luther King Jr. oratorical festival.

Newcomer students will receive targeted, differentiated instruction to accelerate with English Language development and literacy skills. Targeted students receive intervention in Math and for Newcomers as well. Another strength lies in our growing dual language program in which students are developing their biliteracy.

Adoption of standards aligned curriculum. Investment in TSAs, CSM and STIP for teacher growth and development and family engagement. Professional development and training on new curriculum, Content Language Objectives have been an on-going focus. Investment in teacher growth and support through funding TSAs . Professional development, observation and feedback on Designated ELD strategies to increase ELL student engagement and student talk time. Professional Development cycle focussing on foundational skills for K-2 grade teachers. Professional Development for teachers on increasing student talk Grade level planning /PLCs in conjunction with PD cycle. Careful planning of the bilingual /Dual language planning and intentional transition of 2nd graders in bilingual classrooms to 3rd grade Sheltered English classrooms. Hiring of high quality Special Education and Newcomer teachers have helped us support SPED and Newcomer students. Training of classified staff and support staff for academic intervention.

<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<p>At least 198 African-American and ELL students receive SIPPS intervention through various intervention teachers including STIP subs, intervention teacher, and Safe Passages staff. At least 50 low-income students receive additional literacy support through ASP programming with Girls Inc. Also have math pull out and push in (3rd-5th). Also have newcomer groups through Jessie</p>	<p>Teachers of low income students use Iready, SIPPS, SRI, EDL and ADEPT to determine students' learning needs. The data is used 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>
<p><i>LCAP Goal 3: Student & Family Engagement</i></p>	<p>Families of children in foster care, of low-income students have access to a variety of educational opportunities on site: Family Resource Center, ESL classes, and parent workshops on how to help your child at home. We have also hosted community closets and food distribution events.</p>	<p>There has been consistent communication between low-income parents, teachers, school leadership, and support staff through a variety of communication modes: Monthly Family Newsletter Parent Square, and cafecitos. This has helped us have the most up to date information on low income families needs and we refer them accordingly. The school prioritizes supporting African American, Special education and ELL families with navigating and applying for help during this difficult time: registration, enrollment, Financial Aid, Tech Survey to receive free devices, Medi Cal, PEBT and food delivery. There is a dedicated staff member: Community School Program Manager that supports family access to information, partnerships with local organizations and support resources. Staff are trauma informed, RJ trained, use SEL practices in classrooms and have a shared holistic understanding of student and family support. We cultivate all elements of the Community School model. Community building events: assemblies and special events help build trust, collaboration and partnership between low income families and school.</p>

<p><i>LCAP Goal 4: Staff Supports</i></p>	<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>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>Focus Area:</p>	<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>

<p><i>LCAP Goal 1: College, Career & Community Readiness</i></p>	<p>Over 75% of our low income and ELL students of our students are still underperforming on the district IAB ELA assessments and iReady Reading and Math assessments. Over 50% of our 1st and 2nd grade low income students have not mastered essential foundational literacy and numeracy skills as measured by district assessments.</p>	<p>While we have struggled for various reasons during regular times, the difficulties were exacerbated during distance learning due to the pandemic as our community has been among the hardest hit. Families have been less engaged and chronic absenteeism has increased since the pandemic. Many teachers of low income students need professional development on Content Language Objectives that inform and guide mastery of grade level standards and for students' English language development. More robust systems of academic intervention and of data monitoring are needed to put in place high quality intervention and to understand the efficacy of the intervention systems. Staff absences have forced us to cancel intervention groups often, even though we have 3 STIP subs; due to the substitute shortage, STIP subs often have to cover teacher absences thus causing intervention cancellation. We also need to calibrate around highly effective coaching and teaching practices. We will need to maintain staffing such as a STIP subs to release teachers for face-to-face meetings. There have been some challenges with making minutes work in our DL program (specifically in 2nd grade so far this year).</p>
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<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<p>Our chronic absenteeism rate for our students who qualify for free/reduced lunch (45.3%) and students with disabilities (64.2%) is extremely high. 45.3% of our total enrollment (424) are moderately and severely chronically absent. There are over 122 newcomers at the school; only 32 are currently receiving interventions. Specifically newcomers from K-4 and many year 4 newcomers are not receiving any newcomer-specific intervention. Our ELPAC scores have been declining. Both Math and Writing have 80% of our students below grade level. We have a lot more behavior difficulties and attendance issues with students especially in the lower grades.</p>	<p>In our community we have a large number of student absences, which affect intervention group attendance. Our Tier 2 systems are still weak for not consistently supporting good attendance for low income students, students with disabilities, Kindergarten, 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. We lack progress monitoring assessments in ELD that hinder our ability to provide targeted support in ELD and Writing. Additionally, we have inconsistent intervention for low income students who are performing below grade level in Math. There are no English literacy tutors for K/1; they only receive tutoring in Spanish.</p>
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<p><i>LCAP Goal 3: Student & Family Engagement</i></p>	<p>There has continued to be high levels of absences. Health services have continued to be limited. On site mental health supports have been decreased. Many students came to school from distance learning with trouble adjusting to in person instruction. That challenge persists; there were and still are Many difficulties with behavior regulation. Family attendance at SSC and other important meetings remains low.</p>	<p>Many of our low income families are busy with day-to-day survival and lack the resources or time in their schedule to consistently bring their children to school every day and to support their children academically at home. Transportation to school is often a challenge. Parent work schedules make it difficult to get communication going between the 3rd person (babysitter or relative) and parent, or for parents to find time to communicate with teachers. Teachers' workload may limit the time or bandwidth teachers have to more frequently communicate with families; they are spending the limited time they have to focus on teaching and planning there is simply not enough time to do more frequent check-ins with families. Low-income families and families of English Learners face an extra barrier of language, literacy or technology skill level which can affect the timeliness in which home tech issues get resolved so students have access to online academic supports.</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Even though most teachers consistently have a Content Language Objective (CLO) , application of CLO in the lesson is inconsistent or not at high levels of implementation. Designated and Integrated ELD strategies are not consistently applied. Supports for implementation is difficult with the range of absences and supports and shifting priorities due to the pandemic. Most teachers need continued training and professional development also in differentiation, foundational skills and working with newcomers.</p>	<p>Supports for grade level instruction with complex texts implementation is difficult with the range of absences and supports and shifting priorities due to the ripple effect of the pandemic. Focus on instruction, teacher development with classroom observation and feedback has been difficult with Teacher on Special Assignment priorities shifting as the needs shift and move to cover other timely changing needs.</p>

1D: IDENTIFIED NEED

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

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

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, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Bridges Academy at Melrose

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

All teachers received coaching this year from one of our TSAs. Every student who needed intervention in foundational literacy was in a SIPP's group. Pueblo Unido meetings and planning sessions regularly engaged parents in advocating for and receiving education on school-related topics to help strengthen the partnership between home and school.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

There has been a marked increase in foundational literacy skills as measured by SIPP's mastery tests. All teachers reported coaching to have a positive influence on their instructional practice as measured by coaching surveys. Family participation in Pueblo Unido has increased steadily over time.

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

We are going to be reworking our TSA position to be more than just dual language, but more of a general TSA position. The rationale is that this role really does need to serve more than just the dual language classrooms.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
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<p>10-Month Teacher on Special Assignment (TSA)</p>	<p>SBAC ELA Distance from Standard Met</p>	<p>Dual language allocation, intervention groups, ELPAC testing (scheduling and implementation), PLCs leadership</p>	<p>The person originally assigned to the position left so duties had to be shifted, not much information left about procedures and protocol, such as central tracking of ELPAC data. Having one point person for ELPAC means there is a system in place and we are moving forward at a good pace. This year, our ELPAC participation is expected to reach near 100%, barring only students who have not shown up for school in month and months.</p>	<p>We will continue with this position, but it will not be solely dedicated to dual language. The competing priorities of the school have demanded we make this more of a general TSA role.</p>
<p>Extended Contract - Workshops</p>	<p>SBAC ELA Distance from Standard Met</p>	<p>Parent Workshops, Pueblo Unido Meetings</p>	<p>Pueblo Unidos held monthly parent workshops and planning sessions. Parents were an integral part of planning sessions. Though those planning sessions only hosted between 2 - 5 parents, this was greater than participation last year. Monthly attendance at sessions ranged from 10 parents to 54 parents. The in person session was the most densely attended.</p>	<p>More clarity on what extended contracts are covered under this funding; Recommend continue program with clarity on what can be covered. Teachers are more likely to participate if there is compensation. Have the meetings at a regular time so people are able to plan for the meetings.</p>
<p>Substitute Teacher Incentive Plan (STIP) Teacher</p>	<p>SBAC ELA Distance from Standard Met</p>	<p>Coverage for coaching, intervention, other teacher coverage needs</p>	<p>Enables flexibility, enhances intervention efforts by being able to pull groups for support. 100% of students in SIPP groups were more engaged in learning. About 80% showed continual progress on SIPP mastery tests.</p>	<p>Teachers rely on much of the support coming from the STIP subs. Many of the things they do are holding our school together. The program also provides professional development for new teachers wishing to grow their practice. Recommend continue.</p>

Unallocated	SBAC ELA Distance from Standard Met	Unallocated funds were shifted to Tech equipment and one STIP sub for the remainder of the year	Tech equipment was delivered to the wrong sites and is still being tracked down. / Having an extra STIP sub for the rest of the year allows for more flexibility for coaching, intervention groups.	Goods ordered should be delivered directly to the school. Anytime people can be added for support, we are in favor of it.
Substitute Teacher Incentive Plan (STIP) Teacher	SBAC ELA Distance from Standard Met	Coverage for coaching, intervention, other teacher coverage needs	Having an extra STIP sub for the rest of the year allows for more flexibility for coaching, intervention groups. Enables flexibility, enhances intervention efforts by being able to pull groups for support. However, this is a recent change in funds, not enough time to evaluate this expenditure.	Teachers rely on much of the support coming from the STIP subs. Many of the things they do are holding our school together. The program also provides professional development for new teachers wishing to grow their practice. Recommend continue.
Classroom Technology	SBAC ELA Distance from Standard Met	Tech equipment	tech equipment was delivered to the wrong sites and is still being tracked down	Goods ordered should be delivered directly to the school.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Bridges Academy at Melrose

School ID: 178

3: SCHOOL STRATEGIES & ACTIONS

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

LCAP Goal 1: All students graduate college, career, and community ready.

School Priority:	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.				
School Theory of Change:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	100% of teachers ensure that all students participate in academic discussions in CCSS aligned Math and Science tasks. Teachers will implement Math and Science note-booking to support academic discussion.	TSA's and principal will design and implement professional development, teacher Professional Learning Communities (PLC) and differentiated coaching for teachers that is focused on Academic discussion	During learning walks, students are seen engaging in academic discussions that require students carrying the cognitive load. Students are seen referring to science/math notebooks as sense-making tools. Teachers participate in PLC and PD focused on academic discussion.		Tier 1

1-2	Each teacher will identify and implement Math priority standards and each grade level will administer common assessments to measure student learning in priority standards	TSAs will facilitate regular Professional Learning Community (PLC) meetings with teachers by grade level to identify priority standards and common assessments to measure student learning. Grade level PLCs will also engage in data analysis and identifying next steps in strategies to improve student mastery of Math priority standards	Teachers use EM ² to ensure coverage of the priority standards. Students take common assessments provided by EM ² curriculum. Teachers analyze data and identify next steps in PD/PLC.		Tier 1
1-3	100% of teachers will implement the new curriculum Eureka and IReady assessment as screener at the beginning of the year to measure students' Math foundational skills. Teachers will use the data to create differentiated Math small groups and implement Math intervention on a regular basis to ensure mastery of foundational Math skills.	TSAs will facilitate regular PD and Professional Learning Community (PLC) meetings with teachers by grade level to train teachers on the new Math curriculum. Grade level PLCs will also engage in data analysis and create differentiated small Math intervention groups. The principal will review teacher schedule to ensure that small group intervention is included in each classroom schedule.	Students take i-ready math diagnostic test and teachers use data to form differentiated small groups. Students receive intervention based on these groupings. The groupings will be adjusted based on student progress (as measured by i-ready and EM ² assessments).		Tier 1
1-4	100% of teachers will use Eureka Squared curriculum with fidelity, including discussing the essential question as part of their routine.	TSA's will provide resources, professional development and coaching for the implementation of Number Talks	Workbooks are present and used during math lessons. Essential questions are presented to students at key points in the lesson; students are observed discussing the essential question.		Tier 1

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Priority:	Foundational Skills and Implementation of standards aligned curriculum with small group differentiated instruction
School Theory of Change:	If we provide students with systematic foundational skills instruction and implement a standards aligned curriculum our students will improve in their literacy development
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	100% of K-5 classrooms will provide systematic and consistent instruction in Foundational Skills (phonological awareness-Heggerty-, phonics, sight words and fluency) for students who are in need of explicit instruction in foundational skills as seen on the IReady reading assessment. The evidenced based SIPP curriculum and Bookshop Fonética in Spanish will be implemented in small differentiated groups at least three times a week.	TSA and principal will design and implement professional development, teacher Professional Learning Communities (PLC) and differentiated coaching for teachers that is focused on systematic implementation of foundational skills (including in both Spanish and English in bilingual classrooms) . School leaders will ensure that all teachers have SIPP and Bookshop Phonética training and materials. The principal will review teacher schedule to ensure that SIPP and Bookshop Phonética small group intervention is included in each classroom schedule. Our Intervention coordinator will train staff in assessments and implementation of the curriculum.	Students receive differentiated small group instruction using Heggerty, SIPP, and Bookshop Fonética. Teachers have the necessary curriculum materials. Sound cards/posters are visibly posted in classrooms. Staff are trained on implementation of the curriculum. Intervention schedule will be coordinated.		Tier 2

2-2	<p>Teachers will implement tier 1 and 2 reading interventions in class and refer students for tier 3 additional intervention when needed by look at longitudinal reading data to identify students in most need of added targeted reading support.</p>	<p>The principal and TSAs will create data systems that give all teachers access to students' longitudinal reading data. TSAs will coordinate the out-of-the-classroom reading intervention that is in addition to classroom intervention. TSAs will be liaisons between teachers and intervention providers such as SafePassages, Girls Inc etc. Data conferences and data analysis will be facilitated by the TSAs and the principal after each major assessment administration.</p>	<p>Teachers teach Benchmark Advance curriculum differentiated for students. Teachers provide small group intervention in the classroom. Teachers refer students who need additional support to COST. Students who are learning to read are in SIPPS groups. TSAs coordinate reading intervention groups.</p>		
2-3	<p>100% of 2-5 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>TSAs and principal will design and implement professional development, teacher Professional Learning Communities (PLC) and differentiated coaching for teachers that is focused on implementation of Adelante/Advance curriculum with Content Language Objectives and student participation in text-based academic discussions.</p>	<p>All 2nd to 5th grade classrooms use Benchmark Advance/Adelante readers. Teachers refer to CLOs throughout the lesson and students participate in evidence-based discussions in response to the text. Pds cover this and support teachers and will be followed up in PLCs.</p>		

2-4	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.	TSA's and principal will design and implement professional development, teacher Professional Learning Communities (PLC) and differentiated coaching for teachers that is focused on implementation of Writing in Response to Reading complex texts activities. In grade level PLCs teachers will review writing on a set schedule to measure students' progress towards mastery of grade level standards.	Benchmark Student Workbooks with their writing. Written response "exit tickets" from different lessons in classes. PLC work will reflect a focus on writing about reading. PDs will reflect a focus on writing. Coaching/PD/PLC will reflect a focus on evidence around ELL and African American growth in Writing.		Tier 1
2-5	All newcomers N1 & N2 will be assessed by the newcomer TSA with ADEPT and placed in differentiated ELD and Reading groups for intensive intervention	Newcomer TSA will coordinate intervention for newcomer students	Newcomer Data Intervention Schedule Data updated at intervals throughout the year.		Tier 2

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Priority:		Equitable, Culturally Responsive, 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.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

3-1	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. Sown to Grow will support students emotional check-ins for grades 3-5.	TSAs and Principal will ensure that all teachers have access to CSC2 curriculum materials and professional development to ensure high quality morning meetings. The Equity team will create a scope and sequence and three year plan that will guide the teaching of SEL skills consistently to all students TK-5.	<ul style="list-style-type: none"> -Observations of Morning Meetings from walkthroughs -Sown to grow check-in data from students once a week -Tracking document of curriculum materials/teacher needs for leadership -Scope and sequence and three-year plan 	Chronic absenteeism will be reduced from a rate of 50.6% to 10%.	Tier 1
3-2	TSAs and Principal will ensure that all teachers have access to PBIS materials and professional development to ensure clear and consistent implementation of PBIS systems. The Equity team led by a TSA, will analyze classroom observation, Universal Referral Form and Tiered Fidelity Inventory data to make needed changes to PBIS and PBIS professional development for teachers.	The COST team led by the Community School Manager and TSAs will meet regularly and follow up with communication, coordination and implementation of intervention plans	<ul style="list-style-type: none"> -PBIS walkthrough data and URF data -Equity team led by TSA with meeting notes -PBIS PD -PBIS materials in classrooms -COST meeting notes 	At least 80% of Bridges instructional staff will rate Bridges professional development experiences as effective for positive school change as evidenced by post-professional development surveys.	Tier 1

3-3	Teachers will support students with co-created PBIS matrices that include clear expectations with daily PBIS reference and integration into instruction.	TSA's and Principal will ensure that all teachers have access to PBIS materials and professional development to ensure clear and consistent implementation of PBIS systems. The Equity team led by a TSA, will analyze classroom observation, Universal Referral Form and Tiered Fidelity Inventory data to make needed changes to PBIS and PBIS professional development for teachers.	-PBIS matrices in classrooms observed during walkthroughs -Classroom observation notes -PBIS walkthrough data and URF data -Equity team led by TSA with meeting notes -PBIS PD	Chronic absenteeism will be reduced from a rate of 50.6% to 10%.	Tier 1
3-4	All staff will implement multi-tiered strategies for reducing chronic absenteeism including homevisits	The Community School Program Manager will lead the Attendance team in creating a multi tiered system of support to improve student attendance and facilitate homevisits	-Tracking document of strategies used to engage students who are chronically absent -PD for multi-tiered strategies	Chronic absenteeism will be reduced from a rate of 50.6% to 10%.	Tier 3
3-5	ASP Staff will receive feedback and support on implementing PBIS strategies in their program.	Liason will work with ASP leadership to coordinate observations and regular feedback	Classroom observations; attendance and enrollment in ASP	Chronic absenteeism will be reduced from a rate of 50.6% to 10%.	Tier 1
3-6	Noon supervisors will receive feedback and support on implementing PBIS strategies on the yard.	TSA's will work with Noon sups to coordinate observations and regular feedback	Field observations; decrease in student suspensions	Chronic absenteeism will be reduced from a rate of 50.6% to 10%.	Tier 1

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Priority:	Focused, differentiated, high-quality professional development, PLCs that are co-facilitated by teacher leaders and school leadership with strategic results-oriented coaching
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School Theory of Change:	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				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	All teachers will participate in regularly scheduled PD and PLC collaboration time focused on the CCSS, NGSS, Dual Language instructional program and conditions for learning.	TSAs and ILT will focus PD and PLC on the areas of focus outlined in our site plan in ELA & Literacy (Evidence-based writing, complex texts, small group instruction, academic discussions, foundational skills and the new Adelante/Advance curriculum). TSAs will differentiate, when appropriate, to meet student need. TSAs will provide differentiated PD to new teachers to align with Bridges practices. In addition, TSAs will lead PD and meetings with Dual Language teachers for differentiated professional development needs.	Attendance at professional development, teacher participation in sharing out at on-site professional development, PLC agendas, PD agendas that show evidence of differentiation for new teachers and/or differentiation based on student needs for varying grade levels, ILT agendas, dual language meeting agendas	At least 80% of Bridges instructional staff will rate Bridges professional development experiences as effective for positive school change as evidenced by post-professional development surveys.	Tier 1

<p>4-2</p>	<p>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.</p>	<p>TSAs and ILT will focus PD and PLC on the areas of focus outlined in our site plan in Conditions for Student learning section (SEL skills taught through the Caring School community curriculum and morning meetings) and Conditions for ELL section (Designated and Integrated ELD) .TSAs will differentiate, when appropriate, to meet student need. TSAs will provide differentiated PD to new teachers to align with Bridges practices. TSAs will lead professional development for teachers on culturally responsive teaching strategies using Zaretta Hammond's Culturally Responsive Teaching book as a foundation</p>	<p>GLAD strategies integrated into on-site professional development as evidenced by agendas, refresher on Hammond's concepts of culturally responsive teaching</p>	<p>At least 80% of Bridges instructional staff will rate Bridges professional development experiences as effective for positive school change as evidenced by post-professional development surveys.</p>	<p>Tier 1</p>
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4-3	Math and Science PD and PLC will focus on language development and complex tasks and whole-school, high-leverage strategies including: Number Talks, 3-Reads, Participation Quiz, and other strategies to support English Language Learners.	TSAs and ILT will will focus PD and PLC on the areas of focus outlined in our site plan in Math and Science (Academic discussions, priority standards and Number Talks) TSAs will provide differentiated PD to new teachers to align with Bridges practices. TSAs will lead professional development for teachers on culturally responsive teaching strategies using Zaretta Hammond's Culturally Responsive Teaching book as a foundation	Observations / learning walk evidence of academic discussion evidenced in all classrooms, with number-talk-like discussions as pulled from the EM2 curriculum	At least 80% of Bridges instructional staff will rate Bridges professional development experiences as effective for positive school change as evidenced by post-professional development surveys.	Tier 1
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CONDITIONS FOR BLACK STUDENTS (instructions & resources)					
School Priority:	All black students and families feel welcomed, safe, connected and engaged.				
School Theory of Change:	If we shift our family engagement and teaching practices to culturally relevant pedagogy with high expectations and supports for standards aligned instruction for our black students, our black students will feel seen, heard and safe to be successful with good attendance, academic growth and socio-emotional well being.				
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>Black students and families</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

5-1	Teachers will apply strategies from Zaretta Hammond's Culturally Responsive teaching to actively shift instruction and conditions for learning to meet the academic and SEL African American	Develop a common understanding of culturally responsive teaching during the first 8 weeks of school. (can tie in with PBIS PDs).How to ensure that COST referrals procedure are clearer (e.g., sometimes there is underreferring for academic concerns).	Agenda including detailed COST procedure at the beginning of the year. Review of beginning of the year of Hammond's culturally responsive teaching and the brain.	Chronic absenteeism will be reduced from a rate of 50.6% to 10%.	Tier 1
5-2	Ensure that all Black students and ELLs referred to COST have been engaged through their families and connected to resources to support good attendance, SEL and academic needs	Support teachers with engaging with this checklist--e.g., communicating and engaging with families before it gets to the point of referral. Communicate this as a best practice to engage all families.	Family meeting logs, evidence of SSTs through SST agendas	Chronic absenteeism will be reduced from a rate of 50.6% to 10%.	Tier 2

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

School Priority:	EL Progress Towards Proficiency and Reclassification				
School Theory of Change:	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%.				
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

6-1	100% of teachers will implement 150 minutes a week of Designated ELD, differentiating by level when possible	TSAs will provide access to student ELPAC scores to all teachers to differentiate instruction. TSAs will provide PD and PLC for teachers on providing foundational ELD as well as ELD focused on providing students access to grade level complex text.	Teacher schedules showing ELD implementation, learning walk data	At least 25% of students with IEPs will make 1.5 years worth of growth in Reading as measured by i-Ready or alternative assessments for SDC students.	Tier 1
6-2	All teachers will continue to implement integrated ELD using 6 high-leverage GLAD strategies as outlined in the school plan for Integrated ELD and determined by ILT and the ELD Intervention Teacher.	TSAs will provide new teachers on Before, After, and During GLAD strategies. The key strategies will be incorporated and modeled in professional development throughout the year.	learning walk data showing strategies in classrooms, evidence of strategies being modeled in professional development agendas	At least 25% of students with IEPs will make 1.5 years worth of growth in Reading as measured by i-Ready or alternative assessments for SDC students.	Tier 1
6-3	Teacher leaders will hold parent workshops in conjunction with stakeholders such as SELs and Pueblos Unidos to educate them on English Language Learners and the reclassification criteria at least two times each year and present data at the workshops	TSAs and Community Schools managers, in conjunction with Pueblo Unidos and SELs, will provide communication to families about workshops for reclassification information	Pueblo Unidos agendas and reclassification meetings, data from reclassification	At least 25% of students with IEPs will make 1.5 years worth of growth in Reading as measured by i-Ready or alternative assessments for SDC students.	Tier 2

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Aferschool Contract over \$25K	\$106,246	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	ASP Staff will receive feedback and support on implementing PBIS strategies in their program.	178-1
Afterschool Contract \$25K	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	ASP Staff will receive feedback and support on implementing PBIS strategies in their program.	178-2
Teacher, Structured English Immersion	\$50,771	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	8432	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	100% of teachers ensure that all students participate in academic discussions in CCSS aligned Math and Science tasks. Teachers will implement Math and Science note-booking to support academic discussion.	178-3
10-Month Teacher on Special Assignment (TSA)	\$14,977	California Community Schools Partnership Program	1119	Certificated Teachers on Special Assignment Salaries	7598	10-Month Teacher on Special Assignment (TSA)	0.15	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	TSAs will facilitate regular PD and Professional Learning Community (PLC) meetings with teachers by grade level to train teachers on the new Math curriculum. Grade level PLCs will also engage in data analysis and create differentiated small Math intervention groups. The principal will review teacher schedule to ensure that small group intervention is included in each classroom schedule.	178-4
Teacher Extended Contract	\$26,000	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	TSAs will facilitate regular Professional Learning Community (PLC) meetings with teachers by grade level to identify priority standards and common assessments to measure student learning. Grade level PLCs will also engage in data analysis and identifying next steps in strategies to improve student mastery of Math priority standards	178-5
11-Month Community School Manager	\$79,644	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	2166	11-Month Community School Manager	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	The Community School Program Manager will lead the Attendance team in creating a multi tiered system of support to improve student attendance and facilitate homevisits	178-6

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Noon Supervisor	\$11,811	California Community Schools Partnership Program	2905	Other Classified Salaries	New	Noon Supervisor	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	Noon supervisors will receive feedback and support on implementing PBIS strategies on the yard.	178-7
Noon Supervisor	\$11,811	California Community Schools Partnership Program	2905	Other Classified Salaries	New	Noon Supervisor	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	Noon supervisors will receive feedback and support on implementing PBIS strategies on the yard.	178-8
Classified Extended Contract	\$1,500	California Community Schools Partnership Program	2920	Other Classified Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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. Sown to Grow will support students emotional check-ins for grades 3-5.	178-9
Supplies	\$4,500	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	TSAs will provide new teachers on Before, After, and During GLAD strategies. The key strategies will be incorporated and modeled in professional development throughout the year.	178-10
To be allocated in Fall 2023.	\$23,486	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	TSAs and Community Schools managers, in conjunction with Pueblo Unidos and SELs, will provide communication to families about workshops for reclassification information	178-11
Mental Health Interns	\$15,100	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Ensure that all Black students and ELLs referred to COST have been engaged through their families and connected to resources to support good attendance, SEL and academic needs	178-12

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Seneca	\$20,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	TSAs and Principal will ensure that all teachers have access to PBIS materials and professional development to ensure clear and consistent implementation of PBIS systems. The Equity team led by a TSA, will analyze classroom observation, Universal Referral Form and Tiered Fidelity Inventory data to make needed changes to PBIS and PBIS professional development for teachers.	178-13
Playworks	\$59,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Noon supervisors will receive feedback and support on implementing PBIS strategies on the yard.	178-14
Contracts	\$64,899	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	TSAs and Principal will ensure that all teachers have access to PBIS materials and professional development to ensure clear and consistent implementation of PBIS systems. The Equity team led by a TSA, will analyze classroom observation, Universal Referral Form and Tiered Fidelity Inventory data to make needed changes to PBIS and PBIS professional development for teachers.	178-15
10-Month Teacher on Special Assignment (TSA)	\$64,899	Educate78 Grant	1119	Certificated Teachers on Special Assignment Salaries	7598	10-Month Teacher on Special Assignment (TSA)	0.65	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	All newcomers N1 & N2 will be assessed by the newcomer TSA with ADEPT and placed in differentiated ELD and Reading groups for intensive intervention	178-16
Extended Contract	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	All teachers will participate in regularly scheduled PD and PLC collaboration time focused on the CCSS, NGSS, Dual Language instructional program and conditions for learning.	178-17

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
STIP Teacher	\$87,289	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	2087	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	All teachers will participate in regularly scheduled PD and PLC collaboration time focused on the CCSS, NGSS, Dual Language instructional program and conditions for learning.	178-18
Early Literacy Tutor	\$14,545	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	7996	Early Literacy Tutor	0.35	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	100% of K-5 classrooms will provide systematic and consistent instruction in Foundational Skills (phonological awareness-Heggerty-, phonics, sight words and fluency) for students who are in need of explicit instruction in foundational skills as seen on the IReady reading assessment. The evidenced based SIPPs curriculum and Bookshop Fonetica in Spanish will be implemented in small differentiated groups at least three times a week.	178-19
Early Literacy Tutor	\$15,253	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	4726	Early Literacy Tutor	0.35	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	100% of K-5 classrooms will provide systematic and consistent instruction in Foundational Skills (phonological awareness-Heggerty-, phonics, sight words and fluency) for students who are in need of explicit instruction in foundational skills as seen on the IReady reading assessment. The evidenced based SIPPs curriculum and Bookshop Fonetica in Spanish will be implemented in small differentiated groups at least three times a week.	178-20

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$17,497	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	New	Early Literacy Tutor	0.35	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	100% of K-5 classrooms will provide systematic and consistent instruction in Foundational Skills (phonological awareness-Heggerty-, phonics, sight words and fluency) for students who are in need of explicit instruction in foundational skills as seen on the IReady reading assessment. The evidenced based SIPPs curriculum and Bookshop Fonetica in Spanish will be implemented in small differentiated groups at least three times a week.	178-21
Early Literacy Tutor	\$17,497	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	New	Early Literacy Tutor	0.35	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	100% of teachers will implement the new curriculum Eureka and IReady assessment as screener at the beginning of the year to measure students' Math foundational skills. Teachers will use the data to create differentiated Math small groups and implement Math intervention on a regular basis to ensure mastery of foundational Math skills.	178-22
Early Literacy Tutor	\$32,208	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	1567	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	100% of K-5 classrooms will provide systematic and consistent instruction in Foundational Skills (phonological awareness-Heggerty-, phonics, sight words and fluency) for students who are in need of explicit instruction in foundational skills as seen on the IReady reading assessment. The evidenced based SIPPs curriculum and Bookshop Fonetica in Spanish will be implemented in small differentiated groups at least three times a week.	178-23

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
10-Month Teacher on Special Assignment (TSA)	\$9,985	LCFF Discretionary	1119	Certificated Teachers on Special Assignment Salaries	7598	10-Month Teacher on Special Assignment (TSA)	0.10	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	TSAs will facilitate regular Professional Learning Community (PLC) meetings with teachers by grade level to identify priority standards and common assessments to measure student learning. Grade level PLCs will also engage in data analysis and identifying next steps in strategies to improve student mastery of Math priority standards	178-24
Supplies	\$12,216	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	100% of teachers will use Eureka Squared curriculum with fidelity, including discussing the essential question as part of their routine.	178-25
Copier Maintenance	\$3,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	All teachers will continue to implement integrated ELD using 6 high-leverage GLAD strategies as outlined in the school plan for Integrated ELD and determined by ILT and the ELD Intervention Teacher.	178-26
Teacher, Structured English Immersion	\$46,059	LCFF Supplemental	1105	Certificated Teachers' Salaries	557	Teacher, Structured English Immersion	0.35	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	100% of teachers will implement 150 minutes a week of Designated ELD, differentiating by level when possible	178-27
Teacher, Structured English Immersion	\$50,771	LCFF Supplemental	1105	Certificated Teachers' Salaries	8432	Teacher, Structured English Immersion	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	100% of teachers will implement 150 minutes a week of Designated ELD, differentiating by level when possible	178-28
STIP Teacher	\$83,169	LCFF Supplemental	1105	Certificated Teachers' Salaries	9266	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	All teachers will participate in regularly scheduled PD and PLC collaboration time focused on the CCSS, NGSS, Dual Language instructional program and conditions for learning.	178-29

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
STIP Teacher	\$87,289	LCFF Supplemental	1105	Certificated Teachers' Salaries	8723	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	All teachers will participate in regularly scheduled PD and PLC collaboration time focused on the CCSS, NGSS, Dual Language instructional program and conditions for learning.	178-30
11-Month Classroom Teacher on Special Assignment (TSA)	\$7,554	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7215	11-Month Classroom Teacher on Special Assignment (TSA)	0.05	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	100% of teachers ensure that all students participate in academic discussions in CCSS aligned Math and Science tasks. Teachers will implement Math and Science note-booking to support academic discussion.	178-31
10-Month Teacher on Special Assignment (TSA)	\$9,985	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7598	10-Month Teacher on Special Assignment (TSA)	0.10	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	100% of teachers will use Eureka Squared curriculum with fidelity, including discussing the essential question as part of their routine.	178-32
Clerk, Bilingual	\$34,720	LCFF Supplemental	2405	Clerical Salaries	915	Clerk, Bilingual	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	All staff will implement multi-tiered strategies for reducing chronic absenteeism including homevisits	178-33
Supplies	\$7,798	LCFF Supplemental	4300	Materials & Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	All teachers will continue to implement integrated ELD using 6 high-leverage GLAD strategies as outlined in the school plan for Integrated ELD and determined by ILT and the ELD Intervention Teacher.	178-34
11-Month Classroom Teacher on Special Assignment (TSA)	\$148,632	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	New	11-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	100% of teachers ensure that all students participate in academic discussions in CCSS aligned Math and Science tasks. Teachers will implement Math and Science note-booking to support academic discussion.	178-35

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Supplies	\$3,734	Literacy Coaches & Reading Specialists Grant	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	100% of K-5 classrooms will provide systematic and consistent instruction in Foundational Skills (phonological awareness-Heggerty-, phonics, sight words and fluency) for students who are in need of explicit instruction in foundational skills as seen on the IReady reading assessment. The evidenced based SIPPs curriculum and Bookshop Fonetica in Spanish will be implemented in small differentiated groups at least three times a week.	178-36
Teacher, Structured English Immersion	\$85,539	Measure G, Library Support	1105	Certificated Teachers' Salaries	557	Teacher, Structured English Immersion	0.65	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will implement tier 1 and 2 reading interventions in class and refer students for tier 3 additional intervention when needed by look at longitudinal reading data to identify students in most need of added targeted reading support.	178-37
Supplies	\$22,400	Preschool Support Budget	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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. Sown to Grow will support students emotional check-ins for grades 3-5.	178-38
Early Literacy Tutor	\$2,179	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	4726	Early Literacy Tutor	0.05	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	100% of K-5 classrooms will provide systematic and consistent instruction in Foundational Skills (phonological awareness-Heggerty-, phonics, sight words and fluency) for students who are in need of explicit instruction in foundational skills as seen on the IReady reading assessment. The evidenced based SIPPs curriculum and Bookshop Fonetica in Spanish will be implemented in small differentiated groups at least three times a week.	178-39

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$2,500	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	7996	Early Literacy Tutor	0.05	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	100% of K-5 classrooms will provide systematic and consistent instruction in Foundational Skills (phonological awareness-Heggerty-, phonics, sight words and fluency) for students who are in need of explicit instruction in foundational skills as seen on the IReady reading assessment. The evidenced based SIPPs curriculum and Bookshop Fonetica in Spanish will be implemented in small differentiated groups at least three times a week.	178-40
Early Literacy Tutor	\$2,500	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	New	Early Literacy Tutor	0.05	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	100% of K-5 classrooms will provide systematic and consistent instruction in Foundational Skills (phonological awareness-Heggerty-, phonics, sight words and fluency) for students who are in need of explicit instruction in foundational skills as seen on the IReady reading assessment. The evidenced based SIPPs curriculum and Bookshop Fonetica in Spanish will be implemented in small differentiated groups at least three times a week.	178-41
Early Literacy Tutor	\$2,500	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	New	Early Literacy Tutor	0.05	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	100% of K-5 classrooms will provide systematic and consistent instruction in Foundational Skills (phonological awareness-Heggerty-, phonics, sight words and fluency) for students who are in need of explicit instruction in foundational skills as seen on the IReady reading assessment. The evidenced based SIPPs curriculum and Bookshop Fonetica in Spanish will be implemented in small differentiated groups at least three times a week.	178-42

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$4,601	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	1567	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	100% of K-5 classrooms will provide systematic and consistent instruction in Foundational Skills (phonological awareness-Heggerty-, phonics, sight words and fluency) for students who are in need of explicit instruction in foundational skills as seen on the IReady reading assessment. The evidenced based SIPP's curriculum and Bookshop Fonetica in Spanish will be implemented in small differentiated groups at least three times a week.	178-43
Early Literacy Tutor	\$21,526	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8624	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	100% of K-5 classrooms will provide systematic and consistent instruction in Foundational Skills (phonological awareness-Heggerty-, phonics, sight words and fluency) for students who are in need of explicit instruction in foundational skills as seen on the IReady reading assessment. The evidenced based SIPP's curriculum and Bookshop Fonetica in Spanish will be implemented in small differentiated groups at least three times a week.	178-44
Extended Contract	\$3,960	Title I, Part A Parent & Family Engagement	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teacher leaders will hold parent workshops in conjunction with stakeholders such as SELLS and Pueblos Unidos to educate them on English Language Learners and the reclassification criteria at least two times each year and present data at the workshops	178-45

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
11-Month Classroom Teacher on Special Assignment (TSA)	\$143,519	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	7215	11-Month Classroom Teacher on Special Assignment (TSA)	0.95	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	The principal and TSAs will create data systems that give all teachers access to students' longitudinal reading data. TSAs will coordinate the out-of-the-classroom reading intervention that is in addition to classroom intervention. TSAs will be liaisons between teachers and intervention providers such as SafePassages, Girls Inc etc. Data conferences and data analysis will be facilitated by the TSAs and the principal after each major assessment administration.	178-46
Tehcnology	\$4,981	Title I, Part A Schoolwide Program	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC Math Distance from Standard Met	100% of teachers will implement the new curriculum Eureka and IReady assessment as screener at the beginning of the year to measure students' Math foundational skills. Teachers will use the data to create differentiated Math small groups and implement Math intervention on a regular basis to ensure mastery of foundational Math skills.	178-47
Mental Health Interns	\$9,900	Title IV, Part A Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	The COST team led by the Community School Manager and TSAs will meet regularly and follow up with communication, coordination and implementation of intervention plans	178-48
Early Literacy Tutor	\$21,526	Universal Prekindergarten Planning & Implementation Grant	2105	Classified Instructional Aide Salaries	8624	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	100% of 2-5 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.	178-49

[Español](#)

[English](#) (Below)



Título I, Parte A, Política de participación de los padres y la familia

Todas las escuelas del Título I desarrollarán conjuntamente una política escrita de participación de los padres y la familia con aportes y distribución a todos los padres y miembros de la familia. Esta política describe los medios para llevar a cabo los requisitos designados de participación de los padres y la familia del Título I, Parte A.

Bridges Academy en Melrose

acepta implementar las siguientes prácticas de participación, de acuerdo con los Estándares del Distrito Escolar Unificado de Oakland: Familia significativa:

Estándar 1 de participación familiar de OUSD : Programa de educación para padres/cuidadores Las familias reciben apoyo con habilidades de crianza, comprensión del desarrollo de niños y adolescentes y establecimiento de condiciones en el hogar que apoyan a los niños como aprendices en todas las edades y niveles de grado.

La escuela ayuda a los padres a comprender los estándares académicos del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos al:

- talleres padres varias veces al año.
- Conferencias de padres, alumnos y maestros.
- Contenido de las reuniones de SSC y SELLS

La escuela apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes e involucrar a los padres en interacciones significativas con la escuela:

- Reunión de orientación de jardín de infantes
- Conferencias de padres, alumnos y maestros.

- padres de SSC y SELLS
- Noche de regreso a clases
- *Presentaciones destacadas (Girls Inc., Reading Partners, Safe Passages)*

Estándar 2 de participación familiar de OUSD: comunicación con los padres y cuidadores

Las familias y el personal escolar participan en una comunicación regular, bidireccional y significativa sobre el aprendizaje de los estudiantes.

La escuela se comunica con las familias sobre la Política de participación de los padres de la escuela al:

- Convocar una reunión anual, en un momento conveniente, a la que todos los padres serán invitados y alentados a asistir, para informar a los padres de su escuela en Título I, Parte A y explicar los requisitos del programa y el derecho de los padres a participar. Este año, la reunión se llevará a cabo el jueves 25 de agosto de 2022.

La escuela se comunica con las familias sobre los programas Título I, Parte A a través de:

- La reunión anual de Título I celebrada el jueves 25 de agosto de 2022 de este año.
 - Reuniones de SSC y SELLS
- Boletín bimensual para familias enviado por correo electrónico, ParentSquare y Facebook.

La escuela se comunica con las familias sobre el plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que logren los estudiantes:

- Talleres para padres cada mes.
- Conferencias de padres, alumnos y maestros.
- Observaciones en el salón de clases durante las reuniones de SELLS
- Contenido de las reuniones de SSC y SELLS

La escuela distribuye información relacionada con los programas escolares, reuniones, informes escolares y otras actividades a los padres en un formato y un idioma que los padres entiendan mediante:

- Volantes en inglés, español y a menudo, y en Facebook
- mensajería , correo electrónico, texto, llamada, texto *ParentSquare* en el idioma del hogar
- *ParentSquare*, llamadas en los idiomas del hogar de los estudiantes

- Junta de Educación ampliado calendario
- Traductores proporcionados para conferencias de maestros, estudiantes y padres en español, mam y árabe
- SSC, SELLS y otras reuniones y talleres realizados en inglés, español y, cuando sea posible, con un traductor de mam y árabe

Estándar 3 de participación familiar de OUSD: Programa de padres voluntarios Las

familias participan activamente como voluntarios y audiencias en la escuela o en otros lugares para apoyar a los estudiantes y los programas escolares.

La escuela ofrece oportunidades para que las familias sean voluntarias en las aulas y otras actividades escolares:

- eventos de toda la escuela
- Tiene un programa de voluntariado para padres en la cafetería y la supervisión del patio de la escuela.

Estándar 4 de participación familiar de OUSD: aprendizaje en el hogar

Las familias participan con sus hijos en actividades de aprendizaje en el hogar, incluidas las tareas y otras actividades y decisiones relacionadas con el plan de estudios.

La escuela proporciona a los padres materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos mediante:

- Acceso a *IReady MyPath, SORA*
 - Brindando tareas
 - Reuniones informativas para padres, estudiantes y maestros
- Presentaciones de exhibición (Girls Inc., Reading Partners, Safe Passages)*

Estándar 5 de participación familiar de OUSD: decisiones y poder compartido Las

familias y el personal escolar son socios en las decisiones que afectan a los niños y las familias, y juntos informan, influir y crear políticas, prácticas y programas.

Con la ayuda de los padres, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y cómo trabajar con los padres como socios iguales:

- Brindar oportunidades para que los maestros ayuden en visitas conferencias presenciales virtuales

La escuela ofrece oportunidades de reuniones periódicas con un horario flexible que permite a los padres participar en las decisiones relacionadas con la educación de sus hijos:

- Reuniones mensuales del SSC con días y horarios decididos por los miembros del SSC
- Reuniones de SELLS establecidas por los miembros del comité de SELLS
- Conferencias realizadas en horarios convenientes para los padres
- Regreso a la escuela para adaptarse a COVID 19
- SST (Equipo de Éxito Estudiantil) y reuniones del IEP (Plan de Educación Individual) realizadas en horarios convenientes para los horarios de los padres

La escuela involucra a los padres de manera organizada, continua y oportuna en la planificación, revisión y mejora de los programas Título I, Parte A, y la Política de participación de padres y familias de la escuela:

- Celebrar una reunión anual de Título I este año el jueves, 25 de agosto de 2022.
- Hacer que las reuniones del SSC revisen los fondos y la programación del Título 1.

La escuela ofrece oportunidades para la participación de todos los padres, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios:

- padres pueden escolar Actividades de aprendizaje el aprendizaje cuando COVID-safe

brinda apoyo para las actividades de participación de padres y familias solicitadas por los padres:

- Mantenga líneas claras de comunicación entre los padres y el director.

Estándar 6 de participación familiar de OUSD: recursos comunitarios y colaboración

Coordinar recursos y servicios para familias, estudiantes y la escuela con empresas, agencias y otros grupos, y brindar servicios a la comunidad.

La escuela coordina e integra el programa de participación de padres y familias Título I, Parte A con otros programas y actividades, como centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos. niños:

- Crear un centro de recursos para padres con tecnología
- Proporcionar clases de ESL para padres con cuidado infantil disponible
- Presentaciones de exhibición de programas: *Safe Passages, Reading Partners, Girls Inc.*

Adopción

Esta política fue adoptada por Bridges Academy en Melrose el jueves 25 de agosto de 2022.

Permanecerá en adopción hasta el 25 de mayo de 2023.

del director: SarahJayn Kemp

A handwritten signature in black ink that reads "SJK Kemp". The signature is written in a cursive, flowing style.

director Firma del

Fecha: jueves 25 de agosto de 2022.

Adjunte el Acuerdo entre la escuela y los padres a este documento.



Title I, Part A, Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from, and distribution to, all parents and family members. This policy describes the means of carrying out the designated parent and family engagement requirements of Title I, Part A.

Bridges Academy at Melrose

agrees to implement the following engagement practices, in accordance with the Oakland Unified School District Standards Meaningful Family:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program
Families are supported with parenting skills, understanding child and adolescent development, and establishing conditions in the home that support children as learners at every age and grade level.

The school assists parents in understanding the state's academic standards, assessments, and how to monitor and improve their child's achievement by:

- *workshops Parent several times a year.*
- Parent-student-teacher conferences.
- Content of SSC and SELLS meetings

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

- Kindergarten Orientation Meeting
- Parent-student-teacher conferences.
- SSC and SELLS Parent Meetings
- Back to School Night
- *Showcasing Presentations (Girls Inc., Reading Partners, Safe Passages)*

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 with families about the school's Parental Involvement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents will be invited and encouraged to attend, to inform parents of your school's participation in Title I, Part A and explain the requirements of the program and the right of parents to participate. This year, the meeting will be held on Thursday, August 25th, 2022.

The school communicates with families about Title I, Part A programs through:

- The annual Title I meeting held on Thursday, August 25th, 2022, this year.
 - SSC and SELLS meetings
- Bimonthly newsletter for families sent via email, ParentSquare and Facebook.

School communicates with families about curriculum used at school, assessments used to measure student progress, and proficiency levels that students are expected to accomplish:

- Parent workshops each month.
- Parent-student-teacher conferences.
- Classroom observations during SELLS meetings
- Content of SSC and SELLS meetings

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

- Flyers in English, Spanish, and often, and on Facebook
 - messaging service, email, text, call, text *ParentSquare* in home language
 - *ParentSquare*, calls in home languages of the students
 - Board of Education with an expanded calendar of events in English and Spanish.
 - Translators provided for teacher, student, and parent conferences in Spanish, Mam, and Arabic
-
- SSC, SELLS, and other meetings and workshops conducted in English, Spanish, and whenever possible with a translator from Mam and Arabic

OUSD Family Engagement Standard 3: Parent Volunteer Program

Families are actively involved as volunteers and audiences at the school or elsewhere to support students and school programs.

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

- Have opportunities for families to volunteer at school-wide events
- Have a parent volunteer program for cafeteria and yard supervision from school.

OUSD Family Engagement Standard 4: Learning at Home

Families engage with their children in learning activities at home, including homework and other curriculum-related activities and decisions.

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

- Access to *IReady MyPath*, *SORA*
- Providing homework
- Informative meetings for parents, students and teachers
Showcasing presentations (Girls Inc., Reading Partners, Safe Passages)

OUSD Family Engagement Standard 5: Shared Power and Decisions

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

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

- Provide opportunities for teachers to assist in visits virtual homeface conferences

The school offers regular meeting opportunities with a flexible schedule that allows parents to participate in decisions related to their child's education:

- Monthly SSC meetings with days and times decided by SSC members
- Established SELLS meetings by SELLS committee members
- Conferences held at times convenient for parents
- Back to School to accommodate COVID 19
- SST (Student Success Team) and IEP meetings (Individual Education Plan) conducted at times convenient to parent schedules

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

- Hold an annual Title I meeting this year on Thursday, August 25th, 2022.
- Have SSC meetings review Title I funding and programming

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

- Parents can School learning activities in learning when COVID-safe provides support for parent-requested parent and family engagement activities:

- Maintain clear lines of communication between parents and the principal.

OUSD Family Engagement Standard 6: Community Resources and Collaboration

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 their children's education. children:

- Create a parent resource center with technology
- Provide ESL classes for parents with available child care
- Showcase presentations from programs: *Safe Passages, Reading Partners, Girls Inc.*

Adoption

This policy was adopted by the Bridges Academy At Melrose on Thursday, August 25th, 2022.

It will remain in adoption until May 25th, 2023.

Principal's Name: SarahJayn Kemp

A handwritten signature in black ink that reads "Sg Kemp". The letters are cursive and fluid, with a small mark above the 'p'.

Principal 's Signature

Date: Thursday, August 25th, 2022.

Attach the School-Parent Compact to this document.



Acuerdo entre la escuela y los padres



Bridges Academy en Melrose

2022-2023

Este Acuerdo entre la escuela y los padres se desarrolló conjuntamente con los padres y miembros de la familia el 10 de septiembre de 2021 y describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar la educación de los estudiantes. logro académico y los medios por los cuales la escuela y los padres construirán y desarrollarán una asociación para ayudar a los niños a alcanzar los altos estándares académicos del Estado de California.

*Este Pacto entre la escuela y los padres está vigente para el **2022-2023**.*

Responsabilidades de

la escuela La escuela acepta llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- 1) Proporcionar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje efectivo y de apoyo que permita a los estudiantes atendidos bajo el Título I, Parte A cumplir con los desafiantes requisitos del Estado de California. estándares académicos.**
 - Implementar un currículo alineado con los estándares básicos comunes Adelante Advance brinda acceso a textos complejos de nivel de grado a todos los estudiantes
 - Implementar un currículo de matemáticas alineado con los estándares básicos comunes llamado Eureka Math Squared
 - Implementar el currículo de estándares científicos de próxima generación para ciencias
 - Implementar ELD designado e integrado
- 2) Celebrar conferencias de padres y maestros durante el cual se discutirá este pacto en relación con el logro individual del niño.**
 - Las conferencias de padres, alumnos y maestros se llevarán a cabo al final del primer trimestre y en la primavera al final del segundo trimestre .
 - Los maestros programarán otras conferencias según sea necesario.
- 3) Brindará a los padres informes frecuentes sobre el progreso de sus hijos y ayuda para comprender el estado. estándares de contenido académico, evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos.**
 - padres recibirán informes de progreso después de cada trimestre

- . El proceso SST (Equipo de Éxito Estudiantil) brindará apoyo a los estudiantes con necesidades especiales.

4) Brindará a los padres un acceso razonable al personal.

- Los maestros enviarán comunicación a través de llamadas, mensajes de texto o cartas
- . Los maestros enviarán su horario de conferencias antes de las semanas de conferencias
- . El director hará citas para reunirse con los padres según sea necesario

5) . Brindará oportunidades a todos los padres y miembros de la familia, incluidos aquellos con dominio limitado del inglés y aquellos con discapacidades. ser voluntario y participar en la clase de su hijo, y observar las actividades del salón de clases.

- Los padres pueden ofrecerse como voluntarios para supervisar las actividades de aprendizaje en el salón de clases después de cumplir con los requisitos de voluntariado (p. ej., pruebas negativas de TB, síntomas negativos de COVID).

6) Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.

- Habrá oportunidades para que los padres aprendan cómo apoyar a sus hijos en el hogar
- . Habrá oportunidades en las reuniones de SSC/SELL para que los padres aprendan sobre la instrucción para los estudiantes del idioma inglés.
- Durante las conferencias de padres, estudiantes y maestros, los maestros brindarán orientación a los padres (y cuando sea necesario) sobre cómo trabajar con los niños
- El proceso SST (Student Success Team) y el IEP (Individual Education Plan) brindarán apoyo a los estudiantes con necesidades especiales

7) Educar a los miembros del personal sobre el valor de las contribuciones de los padres y miembros de la familia, y sobre cómo trabajar con los padres y miembros de la familia como socios iguales.

- Los maestros tendrán la oportunidad de realizar visitas virtuales al hogar
- . Habrá talleres disponibles para las familias para ayudar a sus hijos en el hogar
- . Los maestros proporcionarán a las familias una comunicación

8) regular. Garantizarán una comunicación bidireccional regular y significativa entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.

- Las conferencias de padres tendrán opciones de traducción en español, mam y árabe
- . Todas las reuniones importantes: SSC, SELL y padres padres tendrán traducción al español

- Los maestros, el administrador del programa de la escuela comunitaria y el personal de la oficina usarán el servicio de mensajes de texto Schoolmessenger, ParentSquare TalkingPoints para la comunicación bidireccional entre la escuela. y padres

Responsabilidades del maestro

Estoy de acuerdo en apoyar el aprendizaje de mis estudiantes de las siguientes maneras:

- Brindar instrucción alineada con los estándares de nivel de grado
- Comunicar expectativas claras de rendimiento tanto para los estudiantes como para los padres.
- Esforzarme por abordar las necesidades individuales del estudiante a través de la instrucción diferenciada en grupos pequeños
- Proporcionar un entorno de aprendizaje seguro, positivo y saludable

Responsabilidades de los padres

Como padre, apoyaré el aprendizaje de mi hijo de las siguientes maneras:

- Participaré en las decisiones relacionadas con la educación de mi hijo.
- Enviar o llevar a nuestro hijo a la escuela a tiempo todos los días o participar en el aprendizaje virtual todos los días
- que nuestro hijo duerma lo suficiente (se acuesta temprano a las 8:30 p.
- Asegurarse su tarea y participar en el aprendizaje virtual.
- y asegurarse de devolverla al maestro de su hijo.
- Asistir a la Noche de Regreso a la Escuela, las Conferencias Académicas con los maestros y otros eventos educativos.
- Asistir al menos a un evento para conocer el rendimiento académico de la clase de mi hijo.
- firmar la su hijo está vestido apropiadamente para la escuela y usa su uniforme escolar, incluido el calzado apropiado, todos los días para recibir instrucción en persona

. Este acuerdo fue adoptado por Bridges Academy en Melrose el 10 de septiembre de 2021 y estará vigente durante el período del 8 de agosto de 2022 para 25 de mayo de 2023.

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participan en el programa Título I, Parte A el 30 de septiembre de 2022 o antes.

Firma del director



Fecha: 25 de Agosto de 2022



Parent-School Compact



Bridges Academy at Melrose

2022-2023

Compact was developed jointly with parents and family members on August 25th, 2022 and describes how parents, all staff at the The school and the students will share the responsibility for improving the education of the students. academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the high academic standards of the State of California.

*This School-Parent Compact is in effect for **2022-2023** .*

Responsibilities

The School agrees to carry out the following responsibilities to the best of its ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students served under Title I, Part A meet the challenging requirements of the State of California. academic standards.**
 - Implement common core standards-aligned curriculum Adelante Advance provides access to complex grade-level texts for all students
 - Implement common core standards-aligned math curriculum called Eureka Math Squared
 - Implement 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 second trimester .
 - Teachers will schedule other conferences as needed.
- 3) It will provide parents with frequent reports on their child's progress and help with understanding the status. academic content standards, assessments, and how to monitor and improve your child's performance.**
 - Parents will receive progress reports after each trimester

- . The SST (Student Success Team) process will provide support for students with special needs.

4) Provide parents reasonable access to staff.

- Teachers will send communication through calls, texts, or letters
- . Teachers will send out their conference schedule prior to conference weeks
- . The principal will make appointments to meet with parents as needed

5) . It will provide opportunities for all parents and family members, including those with limited English proficiency and those with disabilities. volunteer and participate in your child's class, and observe classroom activities.

- Parents may volunteer to supervise classroom learning activities after meeting volunteer requirements (eg, negative TB tests, negative COVID symptoms).

6) Provide parents with materials and training to help them improve their children's academic achievement.

- There will be opportunities for parents to learn how to support their children at home
- . There will be opportunities at SSC/SELL meetings for parents to learn about instruction for English Language Learners.
- During parent-student-teacher conferences, teachers will provide guidance to parents (and when needed) on how to work with children
- The SST (Student Success Team) process and the IEP (Individual Education Plan) will provide support for students with special needs

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

- Teachers will have the opportunity to conduct virtual home visits
- . Workshops will be available for families to help their children at home
- . Teachers will provide families with

8) regular communication. They will ensure regular and meaningful two-way communication between family members and school personnel and, to the extent possible, in a language family members can understand.

- Parent conferences will have translation options in Spanish, Mam and Arabic
- . All major meetings: SSC, SELL, and parent meetings will have Spanish translation
- . Teachers, Community School Program Manager, and office staff will use the Schoolmessenger, ParentSquare TalkingPoints text messaging service for two-way communication between the school. and Parents

Teacher Responsibilities

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

- Provide instruction aligned to grade level standards
- Communicate clear performance expectations to both students and parents.
- Strive to address individual student needs through small group differentiated instruction
- Provide a safe, positive, and healthy learning environment

Parent Responsibilities

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

- participate in decisions related to with my child's education.
- Send or take our child to school on time every day or participate in virtual learning every day
- that our child gets enough sleep (early to bed by 8:30 p.m.)
- Make sure homework is done and participate in virtual learning.
- and sure to return it to your child's teacher
- Attend Back-to-School Night, Academic Teacher Conferences, and other educational events
- Attend at least one event to learn about the academic performance of my child's class
- sign it your child is dressed appropriately for school and wears his/her school uniform, including appropriate footwear, each day for in-person instruction

This agreement was adopted by Bridges Academy in Melrose on August 25th, 2022 and is in effect for the period from August 2022 by May 25, 2023.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program by September 30, 2022. bre 2022 or earlier.



Principal Signature

Date: August 25th, 2022



BRIDGES (BAM) ELEMENTARY SCHOOL

School Site Council Membership Roster

2022-2023

SSC - Officers

Chairperson:	Pamela Pale
Vice Chairperson:	Valerie Lines
Secretary:	Pia Jara

SSC - Members (Mark with a check the peer group that each member represents. Mark only one for each member.)

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Yoimi Cifuentes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Katheryn Alvarez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Eva Jimenez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Pamela Pale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Mayra Gudino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Gio Escobar	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Pia Jara	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Beatriz Tello	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Valerie Lines	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
SarahJayn Kemp	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	3rd Friday of the month @ 3:15 - 4:45
-----------------------------------------------------------------	---------------------------------------

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