OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To   Board of Education

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

Meeting Date   August 14, 2024

Subject   2024-2025 School Plan for Student Achievement (SPSA) for Bridges Academy at Melrose

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Ask of the Board   Approval by the Board of Education of the 2024-2025 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) - 2024-2025 School Plan for Student Achievement (SPSA) for Bridges Academy at Melrose

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2024-25 School Plan for Student Achievement (SPSA)

School: **Bridges Academy at Melrose**

CDS Code: 1612596002075

Principal: SarahJayn Kemp

Date of this revision: 4/9/2024

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   **Telephone:** 510-535-3876

Oakland, CA   **Email:** sarah-jane.kemp@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: **4/9/2024**

The District Governing Board approved this revision of the SPSA on: 8/14/2024

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Benjamin "Sam" Davis, Board President

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

- ☑ Title I Schoolwide Program
- ☐ Title I Targeted Assistance Program
- ☐ Comprehensive Support & Improvement (CSI) Grant
- ☐ Local Control Funding Formula Equity Multiplier

- ☑ Additional Targeted Support & Improvement
- ☑ After School Education & Safety Program (ASES)
- ☑ Local Control Funding Formula (LCFF) Base
- ☑ LCFF Supplemental

- ☐ 21st Century Community Learning Centers
- ☑ California Community Schools Partnership Program
- ☑ Title IV Student Support & Academic Enrichment
- ☐

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 § 6500.
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: **4/9/2024**

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

   [x] Flyers in students' home languages   [x] Announcement at a public meeting   [x] Other (notices, ParentSquare blasts, etc.)

Signatures:

Name	Signature	Date
SarahJayn Kemp *Principal*	*SarahJayn Kemp*	5/14/2024
Jaime Gonzalez *SSC Chairperson*	*Jaime Gonzelaz*	5/14/2024
Sabrina Moore *Network Superintendent*	*Dr. Sabrina Moore*	5/20/24
Lisa Spielman *Director, Strategic Resource Planning*	*Lisa Spielman*	5/20/24

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2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/9/2024	SSC & SELLS Combined	Initial Needs Identification
1/22/2024	ILT	Needs Assessment
1/22/2024	ILT	Annual SPSA Review
1/23/2024	SSC & SELLS Combined	CCSPP Budget
1/29/2024	ILT	Strategies and Activities Review
2/8/2024	SSC & SELLS Combined	Title I Budget Review
2/12/2024	ILT	Review of SPSA collectively
2/13/2025	SSC & SELLS Combined	Review of SPSA collectively

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.

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.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$159,185.00
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	$1,146,086.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	$145,080	LCFF Discretionary (General Purpose Discretionary #0000)	$21,150
Title I, Part A Parent & Family Engagement (Title I #3010)	$4,030	LCFF Supplemental (LCFF Supplemental #0002)	$284,850
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	$0	Local Control Funding Formula Equity Multiplier (#7399)	$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	$10,075	After School Education & Safety (ASES) (ASES #6010)	$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	$0	California Community Schools Partnership Program (CCSPP #6332)	$470,923
		Proposition 28 (Arts & Music in Schools) (#6770)	$77,495
		Measure H (Measure H #9339)	$0
		Measure G1 (Measure G1 #9332)	$0
SUBTOTAL OF FEDERAL FUNDING:	**$159,185**		**$986,901**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	$1,146,086.00

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Bridges Academy at Melrose	School ID: 178

CDS Code: 1612596002075	SSC Approval Date: 4/9/2024	Board Approval Date: 8/14/2024

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.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

 • Additional Targeted Support & Improvement   for the following groups: Students with Disabilities

The purpose of this schoolwide plan is to improve outcomes for consistently underperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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 are 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.

School Demographics, 2022-23

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
54.4%	3.4%	89.4%	0.0%	1.5%	12.1%	99.3%	84.1%	1.7%

% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
45.7%	0.5%	2.7%	0.0%	0.5%	0.2%	99.0%	18.6%	88.3%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal: If we provide coaching support and planning time through professional learning communities (PLCS/PD) to all staff in module unpacking, assessment analysis and lesson facilitation, then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all stuents.

Identified School Need: Increase in percentage of K-5 students scoring mid/above at EOY in ELA and Math by 5%+ (minimally) from previous EOY.
Increase in percentage of K-5 students meeting their typical growth target at EOY in ELA and Math by 10%+ (minimally) from previous EOY.
Decrease distance from standard SBAC ELA and Math 3rd-5th grade by 10%

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	21.7%	not available until fall 2024	not available until fall 2025	35%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	28.3%	not available until fall 2024	not available until fall 2025	40%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	28.6%	not available until fall 2024	not available until fall 2025	40%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target

| SBAC ELA Distance from Standard Met | All Students | -117.0 | not available until fall 2024 | not available until fall 2025 | -97.0 |
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5) | All Students | 52.2% | not available until fall 2024 | not available until fall 2025 | 75% |

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-113.7	not available until fall 2024	not available until fall 2025	-93.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	3.9%	not available until fall 2024	not available until fall 2025	25%
California Science Test (CAST) Standard Met or Exceeded	All Students	3.3%	not available until fall 2024	not available until fall 2025	25%

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

School Goal:	Focal student groups have an articulated plan for accelerated improvment in Tiers 1-3 across the school Site leaders proactively monitor and support accelerated progress of students with ELL identification, particularly students whose home language is not English or Spanish. Site leaders proactively monitor and support accelerated progress of students with IEPs.
Identified School Need:	Specifically: - Students with a home language other than English or Spanish will be monitored towards language acquisition in either English or Spanish on a trimester basis - Students will meet their iReady growth goals -Monthly review coming-due IEPs and engage with Special Educators to ensure they are availing themselves of training and support - Special Educators will complete IEPs on time and comprehensively. - On a monthly basis, at least 90% of IEPs will be completed on time, as measured by review of the Special Education Information System (SEIS) and Special Education Department-provided tracker.

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-156.3	not available until fall 2024	not available until fall 2025	-125.0
SBAC ELA Distance from Standard Met	English Learners	-131.5	not available until fall 2024	not available until fall 2025	-119
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	100.0%	not available until fall 2024	not available until fall 2025	80.0
SBAC Math Distance from Standard Met	Special Education Students	-161.2	not available until fall 2024	not available until fall 2025	-140.0
SBAC Math Distance from Standard Met	English Learners	-123.4	not available until fall 2024	not available until fall 2025	-100

Reclassification Measures & Targets   *Complete Part 1 of ELD Reflection

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	7.6%	not available until fall 2024	not available until fall 2025	25%
LTEL Reclassification	Long-Term English Learners	33.3%	not available until fall 2024	not available until fall 2025	50%

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

School Goal:	Provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders will have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in absenteeism.
Identified School Need:	-Increase positive attendance by 10%, and reduce chronic absenteeism by 50%. -Increase number of families who report feeling welcomed by 10% as measured by CHKS. -Monitor and support behavior intervention plans (BSPs and BIPs) and support in their implementation to reduce the need for assertive discipline. -Communicate regularly and develop strong family leadership practices around school priorities

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	78.0%	not available until fall 2024	not available until fall 2025	95%
Out-of-School Suspensions	All Students	0.2%	not available until fall 2024	not available until fall 2025	0
Out-of-School Suspensions	African American Students	5.6%	not available until fall 2024	not available until fall 2025	0.0
Out-of-School Suspensions	Special Education Students	0.0%	not available until fall 2024	not available until fall 2025	0
Chronic Absenteeism	All Students	67.4%	not available until fall 2024	not available until fall 2025	33.7
Chronic Absenteeism	African American Students	93.8%	not available until fall 2024	not available until fall 2025	46.9

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

School Goal:	Deepen our district's investment in the support, development, and retention of early career teachers who make up ~1/3 of our overall teaching staff, and ~60% of whom identify as BIPOC. Deepen our district's investment in the support, development, and retention of Special Education teachers who make up ~13.5 of our overall teaching staff, and ~60% of whom identify as BIPOC.
Identified School Need:	Specifically: - Increase the percentage of teachers who identify school-based professional development as highly effective to 85% from 80% as shown by in-house surveys. - Improve new teacher practice with establishing and maintaining strong classroom culture from the start of the year. - Increase the number/percent of early career teachers who make timely progress toward a clear California credential. - Increase retention of early career teachers through differentiated professional learning, weekly individualized coaching, credentialing support, and opportunities to support new teacher wellness and community building.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	76.5%	not available until fall 2024	not available until fall 2025	90.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	If we provide coaching support and planning time through professional learning communities (PLCS/PD) to all staff in module unpacking, assessment analysis and lesson facilitation, then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all stuents.	Aligned PD and PLC data cycles focused on Eureka and S/ELA and responsive planning following benchmarks; provided time with extened contract and substitute coverage for teacher collaboration and planning; differentiated coaching support prioritizing new teachers concerted effprt to connect assessments coaching PDs
LCAP Goal 2:	Focal student groups have an articulated plan for accelerated improvment in Tiers 1-3 across the school

Site leaders proactively monitor and support accelerated progress of students with ELL identification, particularly students whose home language is not English or Spanish.

Site leaders proactively monitor and support accelerated progress of students with IEPs. | mClass/SIPPS tools to monitor progress in foundational skills in both Spanish and English across all grade levels
newcomer teacher and intervention support from ELT on both SL foundational literacy and ELD and foundational literacy, ELD progress 3 times a year for a subset of the newcomers via ADEPT (2-5) |

LCAP Goal 3:	*Provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders will have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in absenteeism.*	*1:1 coaching for teachers seeking support for classroom management and supporting individual students.*
LCAP Goal 4:	*Deepen our district's investment in the support, development, and retention of early career teachers who make up ~1/3 of our overall teaching staff, and ~60% of whom identify as BIPOC.* *Deepen our district's investment in the support, development, and retention of Special Education teachers who make up ~13.5 of our overall teaching staff, and ~60% of whom identify as BIPOC.*	*Collaboration time in grade level teams (Wed PLC) PD* *1:1 coaching*

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	*If we provide coaching support and planning time through professional learning communities (PLCS/PD) to all staff in module unpacking, assessment analysis and lesson facilitation, then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all stuents.*	*Growing dual language program with varied prior experience of teacher and leadership. Vacancies and new staff needs diverted leadership time Consistency with logistics is an issue as there is no direct district support for additional time for dual language planning and cohesion*
LCAP Goal 2:	*Focal student groups have an articulated plan for accelerated improvment in Tiers 1-3 across the school* *Site leaders proactively monitor and support accelerated progress of students with ELL identification, particularly students whose home language is not English or Spanish.* *Site leaders proactively monitor and support accelerated progress of students with IEPs.*	*Who supports SLD for students not in the newcomer caseload?* *Lack of assessments for Spanish Language Development* *Not enough funding for support staff to provide intervention* *Lack of clarity around the plan (?)* *Challenges for chronic absenteeism with SPED students.*

LCAP Goal 3:	Provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders will have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in absenteeism.	New curriculum and instructional adoptions (iReady, Eureka, dual language LA) required intensive input and teacher learning to develop familiarity and planning agility. Less time for SEL and behavioral focus. Diverse teaching staff includes ranges of experience. Intensive focus on supporting students with T3 needs, perhaps at expense of building T1-2 repertoire, and with limited success in improving those students educational access Inconsistency due to need to support students with Tier 3 needs

Need for parent and family education as many of our students are newcomers and families do not yet know the intricacies of the American school system including but not limited to attendance expectations, academic expectations, and behavior expectations. Parents and families want and deserve to know how to support their children, and they need education in order to do so. |
| LCAP Goal 4: | Deepen our district's investment in the support, development, and retention of early career teachers who make up ~1/3 of our overall teaching staff, and ~60% of whom identify as BIPOC.

Deepen our district's investment in the support, development, and retention of Special Education teachers who make up ~13.5 of our overall teaching staff, and ~60% of whom identify as BIPOC. | Ideas for growth: structured collaboration time within the school day. support in the classroom. extended contract time for grade level planning time. Survey early career teachers |

ATSI Target Student Groups and Metrics					
Measure	**Target Student Group**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
		Baseline	**Outcome**	**Outcome**	**Target**
Chronic Absenteeism	Special Education Students	82.8%	not available until fall 2024	not available until fall 2025	37.1%

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Bridges Academy at Melrose	**SPSA Year Reviewed:** 2023-24
	SPSA Link: 2023-24 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.

We were able to provide many opportunities for teachers to meet in cohorts to plan effective instruction. Weekly PLC and PD meetings were data-driven and recieved well by teachers as shown on feedback surveys. However, we did have an SDC teacher resign mid-year and a 4th grade teacher go on medical leave. This caused both of their PLCs to not encapsulate all classes. Additionally, due to the lengthy absences in both those homerooms, STIPs and TSAs had to be utilized for class coverage and lesson planning. This limited the resources available to other teachers. We were also unable to hire mental health interns as the district did not have enough to offer us.

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

Most strategies have proven effective. Our weekly professional learning experiences have allowed for teachers to backwards plan from curriculum embedded assessments and truly understand the learning targets. This has lead to an increase of students meeting or exceeding their iReady growth and stretch goals. In 15 out of 17 general education classes, over 50% of the class had met or exceeded their growth and stretch goals for that point in the year by January. However, foundational skills still remains an area of concern. Most students who registered after the school year started came with interrupted formal eduation and therefore low literacy skills in any language. Additionally, SIPPS was not taught with the fidelity necessary to see consistent growth.

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.

PLC facilitators will be incorporting SIPPS check ins into monthly rotations during PLC meetings. This will help identify struggles with implementing SIPPS earlier in the year. This way we can provide coaching and support to those teachers and classrooms earlier to ensure the intervention program is being done to fidelity. Embedded time in professional learning agendas for data review, including foundational data like SIPPS.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities *(e.g., what does this person or program do?)*	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Extended Contract	ELL Reclassification	Teachers met in cohorts to plan effective instruction in dual language setttings, parents were partnered with to educate around reclassification, home visits and conferences were also used to meet with all families (the majority of whom are newcomers / second language learners)	Attendance is up compared to last year, which will help students in reclassification efforts; all grade levels are making progress toward iReady goals; In 2022 - 2023, our median parent attendance at events was 8 student family members. In 2023-2024 so far, our median student family member attendance is 23.	Extended contract to meet with families has been a proven strategy for increasing school connectedness and achievement, and should continue to be funded but from another source for next year given limited funding. This is still a priority for the school, but not from Title I funding outside of that set aside already for parent education.
11-Month Classroom Teacher on Special Assignment (TSA)	i-Ready Reading at or above Mid-Grade	Weekly PLC facilitation, data conference preparation, instructional coaching, professional development, in-class support, working with tutors to facilitate intervention	Data conferences are happening, K - 4 classes all showing growth on iReady overall with over 50% of students reaching targeted progress on grow goals; 85% of teachers showing more growth with cohort comparisons, PD and PLC feedback surveys show at least 80% of teachers rating professional learning as effective	The majority of teachers who responded to the budget survey listed support for TSA continuation, iReady scores also support the continuation of TSA support, SSC parents also voted for continued support of TSA - will continue with Title I funding
Tehcnology	i-Ready Reading at or above Mid-Grade	Purchased speakers for all classrooms, headphones for classrooms in need, and projectors for classrooms in need	Was able to carry out enhanced iReady and Eureka math lessons due to technology enhancements; headphones broke and needed replacement, some speakers were lost and there was no money for replacement	We will continue to invest in classroom technology from other sources (non Title I). Training will be provided to teachers as needed.
Mental Health Interns	Student Connectedness to School	We ended up shifting these monies to other priorities after the program after this program was not availble	Did not do	Did not do

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Bridges Academy at Melrose		**SCHOOL ID:** 178

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

School Goal:	If we provide coaching support and planning time through professional learning communities (PLCS/PD) to all staff in module unpacking, assessment analysis and lesson facilitation, then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all stuents.
Identified Need:	Increase in percentage of K-5 students scoring mid/above at EOY in ELA and Math by 5%+ (minimally) from previous EOY. Increase in percentage of K-5 students meeting their typical growth target at EOY in ELA and Math by 10%+ (minimally) from previous EOY. Decrease distance from standard SBAC ELA and Math 3rd-5th grade by 10%

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	All new teachers, uncredentialed teachers, and teachers new to their grade-level assignments will recieve site-based coaching from a teacher on special assignment to develop their understanding of curriculum implementation.	All Students	Academic	Tier 1 - Universal
1-2	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	All Students	Academic	Tier 1 - Universal
1-3	Create a culture of student ownership and celebration of learning by calendaring and planning at least two academic excellence awards ceremonies and three family engagement events that exhibit student learning in ELA, Math, and Science.	All Students	Academic	Tier 1 - Universal

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-4	Monitor and support the implemention of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 - Universal
1-5	All teachers wlll provided with necessary instructional materials	All Students	Academic	Tier 1 - Universal

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	
School Goal:	Focal student groups have an articulated plan for accelerated improvment in Tiers 1-3 across the school Site leaders proactively monitor and support accelerated progress of students with ELL identification, particularly students whose home language is not English or Spanish. Site leaders proactively monitor and support accelerated progress of students with IEPs.
Identified Need:	Specifically: - Students with a home language other than English or Spanish will be monitored towards language acquisition in either English or Spanish on a trimester basis - Students will meet their iReady growth goals -Monthly review coming-due IEPs and engage with Special Educators to ensure they are availing themselves of training and support - Special Educators will complete IEPs on time and comprehensively. - On a monthly basis, at least 90% of IEPs will be completed on time, as measured by review of the Special Education Information System (SEIS) and Special Education Department-provided tracker.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Teachers and staff will know students' iReady growth and stretch goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed by implementing Tier 1 instruction, core ELA/SLA, foundational literacy, and small group intervention.	Special Education Students	Academic	Tier 1 - Universal

#	STRATEGY/ACTIVITY	STUDENTS SERVED		
2-2	Site leaders will access dual language leader resources and schedule predictable time with the English Language Learner and Multilingual Achievement (ELLMA) department where necessary. Teachers will utilize ELLMA Department training resources and exemplars and will engage with Department personnel timely when necessary.	English Learners	Academic	Tier 1 - Universal
2-3	Plan to provide whole child academic culturally responsive instruction and care management support by collaborating as an Instructional Leadership Team with input from our Newcomer Teacher on Special Assignment and in partnership with ELLMA and the Office of Equity.	English Learners	Academic	Tier 2 - Supplementa
2-4	Develop explicit strategies for ELLs, including those whose home language is neither language of instruction	English Learners	Academic	Tier 2 - Supplementa
2-5	Literacy tutors, STIPS, and intervention teacher will provide additional support to help English Language Learners develop academically.	English Learners	Academic	Tier 2 - Supplementa

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

School Goal:	Provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders will have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in absenteeism.
Identified Need:	-Increase positive attendance by 10%, and reduce chronic absenteeism by 50%. -Increase number of families who report feeling welcomed by 10% as measured by CHKS. -Monitor and support behavior intervention plans (BSPs and BIPs) and support in their implementation to reduce the need for assertive discipline. -Communicate regularly and develop strong family leadership practices around school priorities

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?

3-1	Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance. This could be through Week-long spirit week, weekly recognition systems, or monthly recognition in school assemblies or heritage month celebrations.	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	All Students	Academic	Tier 1 - Universal
3-3	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices. Leaders will also provide some professional development time for monitoring and responding to Sown to Grow.	All Students	Behavioral	Tier 1 - Universal
3-4	Student Connectedness: Leaders make time during at least one Staff Meeting for Professional Learning on CSC. Teachers teach Morning Meetings using Caring School Community Curriculum, during first 15 minutes of instruction two to three times a week.	All Students	SEL / Mental Health	Tier 1 - Universal
3-5	Student Connectedness: Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the dutities of homeroom classroom teachers by providing leadership and mental health support, intervention support, and clerical support as well as music, art, and library education.	All Students	SEL / Mental Health	Tier 1 - Universal

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

School Goal:	Deepen our district's investment in the support, development, and retention of early career teachers who make up ~1/3 of our overall teaching staff, and ~60% of whom identify as BIPOC. Deepen our district's investment in the support, development, and retention of Special Education teachers who make up ~13.5 of our overall teaching staff, and ~60% of whom identify as BIPOC.
Identified Need:	Specifically: - Increase the percentage of teachers who identify school-based professional development as highly effective to 85% from 80% as shown by in-house surveys. - Improve new teacher practice with establishing and maintaining strong classroom culture from the start of the year. - Increase the number/percent of early career teachers who make timely progress toward a clear California credential. - Increase retention of early career teachers through differentiated professional learning, weekly individualized coaching, credentialing support, and opportunities to support new teacher wellness and community building.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Coordinate New Teacher Support & Development to ensure that every teacher who is working on an emergency permit, intern credential, or preliminary credential is paired with the most qualified coach who will provide weekly, individualized coaching and support throughout the year.	All Students	Academic	Tier 1 - Universal
4-2	Coordinate with Credentials and New Teacher Support and Development to support and monitor timely progress toward a clear credential for teachers currently working on emergency permits, intern credentials, and preliminary credentials.	All Students	Academic	Tier 1 - Universal

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-3	Using data from the previous year, co-plan yearly professional development calendar with Instructional Leadership Team over the summer. Have feedback form for all teachers at the end of professional learning experiences to be regularly reviewed by leaderhip. Make adjustments to the professional development calendar based upon feedback plans and trends in student data throughout the year, including evidence from district assessments and learning walks.	All Students	Academic	Tier 1 - Universal
4-4	Identify a leader on site (principal/TSA) whose role it will be to support our new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year.	All Students	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS *Instructions & resources*

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	ILT and SSC conduct data dives at least 2x/year to evaluate instruction and ensure students are engaged in grade level texts and tasks with meaningful ways to apply their learning, analyzing Black student data in comparison to whole school data.	African American	Academic	Tier 1 - Universal
5-2	Provide professional development for staff related to anti-racism and implicit bias so that teachers can evaluate their internal bias and how it contributes to disproportionality their classroom settings	African American	Academic	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	*Stages of ELD Implementation Self-Assessment*			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	ILT and SSC conduct data dives, including EL reviews, at least 2x/year to evaluate instruction and ensure students are engaged in grade level texts and tasks with meaningful ways to apply their learning, analyzing English Language Learner student data in comparison to whole school data. Whole school data will include data from leadership learning walks, including at least two focused on D-ELD each semester.	English Learner Students	Academic	Tier 1 - Universal
6-2	Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, Benchmark, Eureka Squared, FOSS)	All Students	Academic	Tier 1 - Universal

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5610 - Equip Maintenance & Repairs	$4,000	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		All teachers wlll provided with r	178-1
1150 - Teachers Substitutes	$7,402	LCFF Discretionary	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	178-2
4310 - Materials and Supplies	$9,748	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		All teachers wlll provided with necessary instructional materials	178-3
1150 - Teachers Substitutes	$622	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	178-4
TSA Classroom 11Mos	$7,443	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	9679	11-Month Classroom Teacher on Special Assignment (TSA)	0.05	Goal 1: All students graduate college, career, and community ready.		Identify a leader on site (principal/TSA) whose role it will be to support our new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year.	178-5
4310 supplies	$8,677	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		All teachers wlll provided with necessary instructional materials	178-6

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4300 - Materials & Supplies	$17,207	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		All teachers wlll provided with necessary instructional materials	178-7
Teacher Education Enhancement	$19,117	LCFF Supplemental	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.15	Goal 1: All students graduate college, career, and community ready.		Student Connectedness: Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the dutities of homeroom classroom teachers by providing leadership and mental health support, intervention support, and clerical support as well as music, art, and library education.	178-8
Teacher Structured Eng Immersn	$21,543	LCFF Supplemental	1105	Certificated Teachers' Salaries	8432	Teacher, Structured English Immersion	0.2	Goal 1: All students graduate college, career, and community ready.		Literacy tutors, STIPS, and intervention teacher will provide additional support to help English Language Learners develop academically.	178-9
Clerk Bilingual	$37,885	LCFF Supplemental	2405	Clerical Salaries	915	Clerk, Bilingual	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Student Connectedness: Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the dutities of homeroom classroom teachers by providing leadership and mental health support, intervention support, and clerical support as well as music, art, and library education.	178-10
Teacher STIP	$77,892	LCFF Supplemental	1105	Certificated Teachers' Salaries	9970	STIP Teacher	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Literacy tutors, STIPS, and intervention teacher will provide additional support to help English Language Learners develop academically.	178-11

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher STIP	$91,750	LCFF Supplemental	1105	Certificated Teachers' Salaries	8723	STIP Teacher	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Literacy tutors, STIPS, and intervention teacher will provide additional support to help English Language Learners develop academically.	178-12
1122 - Teachers Salaries Extra Comp	$3,660	Title I, Part A Schoolwide Program	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers and staff will know students' iReady growth and stretch goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed by implementing Tier 1 instruction, core ELA/SLA, foundational literacy, and small group intervention.	178-13
TSA Classroom 11Mos	$141,420	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	9679	11-Month Classroom Teacher on Special Assignment (TSA)	0.95	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	178-14
1122 - Teachers Salaries Extra Comp	$4,030	Title I, Part A Parent & Family Engagement	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	178-15

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	$10,075	Title IV, Part A Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Student Connectedness: Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the dutities of homeroom classroom teachers by providing leadership and mental health support, intervention support, and clerical support as well as music, art, and library education.	178-16
5825 - Consultants	$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 in joyful schools.		Student Connectedness: Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the dutities of homeroom classroom teachers by providing leadership and mental health support, intervention support, and clerical support as well as music, art, and library education.	178-17
5100 - Subagreements For Services	$107,483	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 in joyful schools.		Student Connectedness: Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the dutities of homeroom classroom teachers by providing leadership and mental health support, intervention support, and clerical support as well as music, art, and library education.	178-18
4310 - Materials and Supplies	$681	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.		All teachers wlll provided with necessary instructional materials	178-19
TSA Classroom 11Mos	$156,696	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	7215	11-Month Classroom Teacher on Special Assignment (TSA)	1	Goal 1: All students graduate college, career, and community ready.		Monitor and support the implemention of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	178-20

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
1122 - Teachers Salaries Extra Comp	$15,000	Educator Effectiveness Grant	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	178-21
1150 - Teachers Substitutes	$5,000	California Community Schools Partnership Program	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Create a culture of student ownership and celebration of learning by calendaring and planning at least two academic excellence awards ceremonies and three family engagement events that exhibit student learning in ELA, Math, and Science.	178-22
1122 - Teachers Salaries Extra Comp	$7,321	California Community Schools Partnership Program	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Plan to provide whole child academic culturally responsive instruction and care management support by collaborating as an Instructional Leadership Team with input from our Newcomer Teacher on Special Assignment and in partnership with ELLMA and the Office of Equity.	178-23
Early Literacy Reading Tutor	$21,857	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	New	Early Literacy Tutor	0.4	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Student Connectedness: Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the dutities of homeroom classroom teachers by providing leadership and mental health support, intervention support, and clerical support as well as music, art, and library education.	178-24
Early Literacy Reading Tutor	$45,818	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	9678	Early Literacy Tutor	0.8	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Literacy tutors, STIPS, and intervention teacher will provide additional support to help English Language Learners develop academically.	178-25

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Prog Mgr Community Schools11	$81,523	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	2166	11-Month Community School Manager	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Student Connectedness: Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the dutities of homeroom classroom teachers by providing leadership and mental health support, intervention support, and clerical support as well as music, art, and library education.	178-26
5825 - Consultants	$84,213	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Student Connectedness: Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the dutities of homeroom classroom teachers by providing leadership and mental health support, intervention support, and clerical support as well as music, art, and library education.	178-27
Teacher Structured Eng Immersn	$86,173	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	8432	Teacher, Structured English Immersion	0.8	Goal 1: All students graduate college, career, and community ready.		Literacy tutors, STIPS, and intervention teacher will provide additional support to help English Language Learners develop academically.	178-28
Restorative Justic Facilitator	$139,018	California Community Schools Partnership Program	2205	Classified Support Salaries	New	Restorative Justice Facilitator	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Student Connectedness: Leaders make time during at least one Staff Meeting, for Professional Learning on CSC. Teachers teach Morning Meetings using Caring School Community Curriculum, during first 15 minutes of instruction two to three times a week.	178-29
4310 Materials & Supplies	$4,736	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Plan to provide whole child academic culturally responsive instruction and care management support by collaborating as an Instructional Leadership Team with input from our Newcomer Teacher on Special Assignment and in partnership with ELLMA and the Office of Equity.	178-30

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DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Education Enhancement	$21,780	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	4102	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.2	Goal 1: All students graduate college, career, and community ready.		Plan to provide whole child academic culturally responsive instruction and care management support by collaborating as an Instructional Leadership Team with input from our Newcomer Teacher on Special Assignment and in partnership with ELLMA and the Office of Equity.	178-31
Teacher Education Enhancement	$50,979	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.4	Goal 1: All students graduate college, career, and community ready.		Plan to provide whole child academic culturally responsive instruction and care management support by collaborating as an Instructional Leadership Team with input from our Newcomer Teacher on Special Assignment and in partnership with ELLMA and the Office of Equity.	178-32
Teacher Education Enhancement	$82,841	Measure G, Library Support	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.65	Goal 1: All students graduate college, career, and community ready.		Plan to provide whole child academic culturally responsive instruction and care management support by collaborating as an Instructional Leadership Team with input from our Newcomer Teacher on Special Assignment and in partnership with ELLMA and the Office of Equity.	178-33
Teacher Bilingual	$130,858	LCFF Supplemental & Concentration Carryover	1105	Certificated Teachers' Salaries	New	Teacher, Bilingual	1	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Plan to provide whole child academic culturally responsive instruction and care management support by collaborating as an Instructional Leadership Team with input from our Newcomer Teacher on Special Assignment and in partnership with ELLMA and the Office of Equity.	178-34

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 StandardsMeaningful 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

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 24th, 2023

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

- The annual Title 1 meeting held on Thursday, August 24th, 2023, this year.

- SSC and SELLS meetings

- Family 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

- 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

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

- 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 24th, 2023

- Have SSC meetings review Title 1 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:

- 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:

- Provide ESL classes for parents with available child care

Adoption
This policy was adopted by the Bridges Academy At Melrose on Thursday, August 18th, 2023.

It will remain in adoption through the 23-24 school year until June 1st, 2024.

Principal's Name: SarahJayn Kemp

Principal 's Signature

Date: Thursday, August 18th, 2023.

School-Parent Compact

Bridges Academy At Melrose

==2023 - 2024==

This School-Parent Compact has been jointly developed with parents and family members on September 10, 2021 and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2023 - 2024 school year.

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

1) **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

   - Implement a Common Core standards aligned curriculum Adelante / Advance and give access to grade level complex texts to all students
   - Implement a Common Core aligned standards aligned Math curriculum called Eureka Math Squared
   - Implement the Next Generation Science Standards curriculum for Science
   - Implement Designated and Integrated ELD

2) **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
   - Parent-Student-Teacher conferences will be held at the end of the first trimester and in the spring at the end of the 2nd trimester
   - Teachers will schedule other conferences as necessary

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

   - Parents will receive progress reports after each trimester

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

4) Provide parents reasonable access to staff.

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

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

- Parents may volunteer to supervise learning activities in the classroom after fulfilling volunteer requirement (e.g. negative TB tests, negative COVID symptoms)

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

- There will be opportunities for parents to learn about how to support their child 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 parents guidance (and materials when warranted) on how to work with children
- The SST (Student Success Team) and IEP (Individual Education Plan) process will provide support to students with special need

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

- Teachers will have opportunities to conduct virtual Home Visits
- There will be workshops available to families for helping their child at home
- Teachers will provide families with regular communication

8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
- Parent conferences will have options of translations in Spanish, Mam and Arabic
- All significant meetings: SSC , SELL and parent parents will have Spanish translation
- Teachers, Community School Program Manager and office staff will use Schoolmessenger, ParentSquare TalkingPoints texting service for two way communication between school and parents

Teacher Responsibilities

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

- Provide grade level standards aligned instruction

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student through differentiated small group 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:

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

This Compact was adopted by the Bridges Academy at Melrose on 08/18/2023, and will be in effect for the period of August 7, 2023 to May 26, 2024

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2023

SGKemp

Principal 's Signature

Date: Thursday, August 18th, 2023.

Strategic Resource Planning (SRP)

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Bridges ELEMENTARY SCHOOL
School Site Council Membership Roster
2023-2024

SSC - Officers

Chairperson:	Mayra Franco
Vice Chairperson:	Edgar Domingo
Secretary:	Pearl Opem

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?)
1	SarahJayn Kemp	☑	☐	☐	☐	
1	Patricia "Liz" Gonzalez Rios Lopez	☐	☑	☐	☐	
1	Natalie Esquivel	☐	☑	☐	☐	
1	Pearl Opem	☐	☑	☐	☐	
1	Samuel Petty	☐	☐	☑	☐	
1	Mayra Franco	☐	☐	☐	☑	
1	Silvia Aracelia Ramirez Anaya	☐	☐	☐	☑	
1	Edgar Domingo	☐	☐	☐	☑	
1	Fany Meza Lopez	☐	☐	☐	☑	
1	Diana Negrete	☐	☐	☐	☑	

SSC Meeting Schedule: (Day/Month/Time)	2nd Tuesday of every month 9:00am - 10:30am

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