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Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Bridges Academy at Melrose

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Bridges Academy at Melrose.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Bridges Academy at Melrose



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2025-26 School Plan for Student Achievement (SPSA)

School: Bridges Academy at Melrose
CDS Code: 1612596002075
Principal: SarahJayn Kemp
Date of this revision: 5/8/25

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: 5/8/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Bridges Academy at Melrose

Site Number: 178

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

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

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 5/8/2025

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

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

Signatures:

SarahJayn Kemp

Principal

SarahJayn Kemp

Signature

5/8/2025

Date

Claudia Salgado

SSC Chairperson

Claudia Salgado

Signature

5/8/2025

Date

SELLS Representative (optional)

Signature

Date

Sabrina Moore

Network Superintendent

Sabrina Moore

Signature

5/20/25

Date

Lisa Spielman

Director, Strategic Resource Planning

Lisa Spielman

Signature

5/20/25

Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/14/2024	School Site Council and SELLS	Reviewed data and overview of site plan
12/12/2024	School Site Council and SELLS	Reviewed site plan and progress monitoring
1/9/2025	School Site Council and SELLS	Reviewed Title I expenditure
1/21/2025	School Site Council and SELLS	Reviewed site plan with ILT
1/23/2025	School Site Council and SELLS	Reviewed needs assessment and school-wide data
1/28/2025	ILT	Reviewed site plan and progress monitoring, Reviewed Title I expenditure
2/8/2025	School Site Council and SELLS	Learning Walks to gather data to refine needs of ELLs
2/13/2025	School Site Council and SELLS	Budget Priorities for resources related to goals (Title I and CCSPP grant)
2/25/2025	ILT	Reviewed needs assessment and school-wide data
3/13/2025	School Site Council and SELLS	Overview of SPSA and refinement

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

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

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).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$144,300.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$809,323.22

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$140,400
Title I, Part A Parent & Family Engagement (#3010)	\$3,900
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$144,300

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$809,323.22

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$36,300
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$133,033
Community Schools Grant (CCSPP #6332)	\$270,000
Proposition 28 (Arts & Music in Schools #6770)	\$75,690
SUBTOTAL OF STATE & LOCAL FUNDING:	\$665,023

2025-26 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:	Board Approval Date:
School Mission and Vision		
<p>VISION Building bridges from East Oakland to college and careers by breaking barriers to create a more just, equitable, and culturally responsive community</p> <p>MISSION Provide an intellectually stimulating, culturally prosperous, and socio-emotionally supportive environment for every child through collaboration between the school, parents, and community.</p> <p>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.</p>		
Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)		
<p>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 in 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.</p>		

School Demographics, 2023-24

% 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:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

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%	11.6%	not available until fall 2025	35.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	28.3%	43.4%	not available until fall 2025	40.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	28.6%	40.0%	not available until fall 2025	40.0%

English Language Arts Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	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	-130.6	not available until fall 2025	-97.0
SBAC ELA Participation	All Students	100.0%	96.9%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	52.2%	62.4%	not available until fall 2025	75.0%
Mathematics/Science Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	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	-109.3	not available until fall 2025	-93.0
SBAC Math Participation	All Students	90.3%	90.3%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	3.9%	5.0%	not available until fall 2025	25.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	3.3%	4.8%	not available until fall 2025	25.0%
California Science Test (CAST) Participation	All Students	100.0%	98.4%	not available until fall 2025	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.	
School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY

Identified School Need:	<ul style="list-style-type: none"> - All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly
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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	-180	not available until fall 2025	-97.0
SBAC ELA Distance from Standard Met	English Learners	-131.5	-142.7	not available until fall 2025	-119.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	100.0%	81.8%	not available until fall 2025	80.0%
SBAC Math Distance from Standard Met	Special Education Students	-161.2	-150.1	not available until fall 2025	-93.0
SBAC Math Distance from Standard Met	English Learners	-123.4	-118.3	not available until fall 2025	-100.0

Reclassification Measures & Targets	<i>*Reference Stages of ELD Data slides</i>				
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Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	7.6%	6.6%	not available until fall 2025	25.0%
LTEL Reclassification	Long-Term English Learners	33.3%	33.3%	not available until fall 2025	50.0%

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LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
Identified School Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	78.0%	76.4%	not available until fall 2025	95.0%
Out-of-School Suspensions	All Students	0.2%	1.1%	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	5.6%	13.3%	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	4.1%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	67.4%	31.7%	not available until fall 2025	33.7%
Chronic Absenteeism	African American Students	93.8%	69.2%	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:	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

Identified School Need:	Specifically:					
	- Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.					
	- Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.					
	- Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.					
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%	75.1%	not available until fall 2025	90.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p><i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"> <i>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</i> <i>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</i> <i>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i> 	<p><i>Aligned PD and PLC data cycles focused on Eureka and S/ELA and responsive planning following benchmarks; provided time with extended contract and substitute coverage for teacher collaboration and planning; differentiated coaching support prioritizing new teachers concerted effort to connect assessments coaching PDs</i></p>

<p><i>LCAP Goal 2:</i></p>	<p><i>By May of 2026</i></p> <ul style="list-style-type: none"> <i>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> 	<p><i>mClass/SIPPS tools to monitor progress in foundational skills in both Spanish and English across all grade levels</i></p>
<p><i>LCAP Goal 3:</i></p>	<ul style="list-style-type: none"> <i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i> <i>2. An annual suspension rate below 2%</i> 	<p><i>1:1 coaching for teachers seeking support for classroom management and supporting individual students.</i></p> <p><i>Attendance challenges (by week, etc)</i></p> <p><i>Increased parent communication and Attendance Progress checks (oct, jan, etc)</i></p>

<i>LCAP Goal 4:</i>	<i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i>	<i>Collaboration time in grade level teams (Wed PLC) PD 1:1 coaching</i>
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Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp 	<p>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.</p>
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 	<p>A lack of SLD support curriculum and assessments for Spanish Language Development</p> <p>Not enough funding for support staff to provide intervention</p> <p>Challenges for chronic absenteeism with SPED students (though attendance has improved, still more students are chronically absent than their non-disabled peers)</p> <p>Challenges with chronic absenteeism among Black students</p>

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p><i>New curriculum and instructional adoptions for Benchmark 2.5 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.</i></p>
LCAP Goal 4:	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p><i>Ideas for growth: structured collaboration time within the school day, support in the classroom, additional prep time, extended contract time for grade level planning time, and survey early career teachers.</i></p>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Bridges Academy at Melrose

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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 a several teachers out on various leaves: a 5th grade teacher has been on medical leave since December 2023, a 4th grade teacher has been on leave since December 2024, and a 1st grade teacher has been on leave for two weeks in January 2025. This caused those PLCs to not encapsulate all classes. Additionally, due to the lengthy absences in 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 still able to provide extended contract that allowed teacher collaboration and family partnership as well as provide mental health support through SENECA.

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. We also had an increase overall in student daily attendance, higher participation in family events and more families attending conferences. However, we still have a lot of room to grow as most of our students are performing below level on state and district assessments.

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.

Our data indicates an overall positive trend, so we plan on continuing to offer as many resources as possible. This means that we will continue to support teacher planning and professional learning as facilitated by our teachers on special assignment. We will also continue to differentiate learning through our small groups facilitated by early literacy tutors.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure Code (this column will be hidden eventually)	Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
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1122 - Teachers Salaries Extra Comp	Extended contract payments for teachers	Student Connectedness to School	Teachers engaged in after-hours family conferences, home visits, and after-hours family events	In 2023 - 2024, we only had 12 out of 19 classrooms meet the goal of having a family conference with all students' families. This year, we increased to 17 out of 19 classrooms having a conference with every students' family. As stated on another item, this has been a contributing factor to our attendance increasing as we have gone from a daily absenteeism rate of 11.6% to 6.8%.	We will continue this resource. Anecdotally, families report feeling connected to the school through the opportunities to meet with educators. Additionally, family conferences and events have been very well attended, allowing us to get more information to families. Family support had drawn students closer to the school.
TSA Classroom 11Mos	11-month literacy TSA	i-Ready Reading at or above Mid-Grade	11-month TSA works closely with teachers through planning support, data analysis, PLCs, and student-needs consultancies to provide strategic planning for improving student literacy. TSA also works with school-wide leadership team to plan and execute professional development on campus in order to increase literacy outcomes for students.	All 17 general education classrooms have shown an improvement in SIPPS participation and mastery tests. Our goal was for 40% of students to be passing 2 or more mastery tests a month, but we are right now averaging 55% of students passing 2 mastery tests or more a month. We have increased a minimal amount overall in the students showing on-grade-level proficiency in Reading on the iReady diagnostic. Last year, we had 8% of students reading on grade level as shown by the mid-year iReady diagnostic. This year, it is 10% of students showing on-grade-level reading proficiency. Feedback surveys show that teachers identify coaching and professional development as supporting of growing their practice and serving students.	Though our i-Ready data did not improve a lot at all grade levels, teachers who worked closest with this TSA did show improvement on other literacy markers. We are planning to continue funding this resource, though probably not through Title I funding.

1122 - Teachers Salaries Extra Comp	Extended contract payments for teachers	College/Career Readiness	Teachers engaged in after hours coaching, collaboration, and planning in order to support a robust academic program	<p>We have had an improvement in overall academic outcomes. Students showed an increase on the mid-year iReady Reading diagnostic from 8% last to 10% this year being classified as on grade level and from 29% last year to 39% this year being classified as approaching grade level. Students also showed an increase on the mid-year iReady Math diagnostic from 4% last to 5% this year being classified as on grade level and from 38% last year to 52% this year being classified as approaching grade level. Of course, this means the vast majority of our students are not reading or performing in Math on grade level, so there is a lot of work to be done still. However, teachers report collaboration time has helped them to really make sense of the curriculum and plan for support and adaptations to meet the needs of our population.</p>	<p>We will be funding this resource again in order to serve students. Teachers report that this has been really beneficial in growing their practice. As we continue to strategize to meet dual language needs, collaboration time is critical for our school to grow and our students to succeed.</p>
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2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:	Bridges Academy at Melrose	SCHOOL ID:	178
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3: SCHOOL STRATEGIES & ACTIVITIES

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

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

School Goal:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

#	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 receive 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
1-4	Monitor and support the implementation 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 will be provided with necessary instructional materials	All Students	Academic	Tier 1 - Universal
1-6	All teachers will meet with families to discuss academic progress and goals at least twice a year. Families will receive weekly reports from teachers on student progress.	All Students	Academic	Tier 1 - Universal

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

#	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
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 and Bridges families.	English Learners	Academic	Tier 2 - Supplemental
2-4	Develop explicit strategies for ELLs, including those whose home language is neither language of instruction	English Learners	Academic	Tier 2 - Supplemental
2-5	Literacy tutors will provide additional support to help English Language Learners develop academically.	English Learners	Academic	Tier 2 - Supplemental

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

School Goal:		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
Identified Need:		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
#	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 duties of homeroom classroom teachers by providing leadership and mental health support, intervention support, and clerical support, recess and class game time support, as well as music, art, and library education.	All Students	SEL / Mental Health	Tier 1 - Universal
3-6	Student Connectedness: Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes in the after school program.	Students in After School Programs (Available to All Students)	Academic	Tier 1 - Universal

3-7	Student Connectedness: Restorative Justice Facilitator will work with all teachers through PD and as-needed coaching to support positive student social-emotional growth.	All Students	SEL / Mental Health	Tier 1 - Universal
3-8	Student Connectedness: Professionals such as consultants and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality mental health support in the form of therapy and counseling.	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:		By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.		
Identified Need:		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.		
#	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
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 leadership. 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
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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		<u>Stages and Actions for ELD Implementation</u>		
#	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 2025-26 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
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$108,033	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Student Connectedness: Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes in the after school program.	178-1
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Student Connectedness: Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes in the after school program.	178-2
1 day a week of Music education provided by a certificated educator. When classes go to Music education class, teachers will be meeting in weekly PLC.	\$24,745	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	4102	Teacher, Elementary Educational Enhancement/Int ervention Program (EEIP)	0.2			Student Connectedness: Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing leadership and mental health support, intervention support, and clerical support, recess and class game time support, as well as music, art, and library education.	178-3
1.5 days a week of Music education provided by a certificated educator. When classes go to Music education class, teachers will be meeting in weekly PLC.	\$44,241	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10081	Teacher, Elementary Educational Enhancement/Int ervention Program (EEIP)	0.3			Student Connectedness: Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing leadership and mental health support, intervention support, and clerical support, recess and class game time support, as well as music, art, and library education.	178-4
Supplies for Art and Music education classes that will provide enrichment opportunities that align with state Art and Music standards	\$6,703	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			All teachers will provided with necessary instructional materials	178-5

PROPOSED 2025-26 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 SPSSA ACTIVITY	BUDGET ACTION NUMBER
Funds for teachers to meet with parents outside of contractual hours for conferences and for teachers to help plan, host, and participate in after-hours family events in order to build home to school connection.	\$13,890	California Community Schools Partnership Program	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a			All teachers will meet with families to discuss academic progress and goals at least twice a year. Families will receive weekly reports from teachers on student progress.	178-6
Early literacy tutor support for small groups will be provided with this funding. These tutors will help support targeted small group foundational skills based on student needs as determined by assessment. These groups will potentially include SIPPS, letter and sound recognition in Spanish and English, and comprehension groups. This will help bridge the learning gap for our students who are below grade level and provide targeted, responsive support to students. Student progress will be tracked towards academic goals through mClass, SIPPS, and iReady data.	\$47,871	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	9678	Early Literacy Tutor	0.8			Literacy tutors will provide additional support to help English Language Learners develop academically.	178-7
Early literacy tutor support for small groups will be provided with this funding. These tutors will help support targeted small group foundational skills based on student needs as determined by assessment. These groups will potentially include SIPPS, letter and sound recognition in Spanish and English, and comprehension groups. This will help bridge the learning gap for our students who are below grade level and provide targeted, responsive support to students. Student progress will be tracked towards academic goals through mClass, SIPPS, and iReady data.	\$18,810	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	10073	Early Literacy Tutor	0.4			Literacy tutors will provide additional support to help English Language Learners develop academically.	178-8

PROPOSED 2025-26 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
Early literacy tutor support for small groups will be provided with this funding. These tutors will help support targeted small group foundational skills based on student needs as determined by assessment. These groups will potentially include SIPPS, letter and sound recognition in Spanish and English, and comprehension groups. This will help bridge the learning gap for our students who are below grade level and provide targeted, responsive support to students. Student progress will be tracked towards academic goals through mClass, SIPPS, and iReady data.	\$21,946	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	New Position 01	Early Literacy Tutor	0.4			Literacy tutors will provide additional support to help English Language Learners develop academically.	178-9
The resource will allow us to have a fulltime RJ Facilitator on site. Our RJ Facilitator has been growing our restorative justice program by working with educators to create supportive classroom environments that allow students to feel safe and respected at school. She has also been working with students directly to empower them to resolve conflicts peacefully, manage their emotional responses, and take on a leadership stance in the school. URF data will be reviewed by the RJ facilitator weekly in order to determine trends in student behaviors and provide supports as necessary. The RJ Facilitator will also share data on a weekly basis at the School-Wide Leadership Team meeting so effective policy and school-wide procedures can be determined to best support student needs.	\$58,012	California Community Schools Partnership Program	2205	Classified Support Salaries	10072	Restorative Justice Facilitator	0.5			Student Connectedness: Restorative Justice Facilitator will work with all teachers through PD and as-needed coaching to support positive student social-emotional growth.	178-10
Funds 11-month community schools manager who supports family involvement in school leadership teams such as COST and attendance team; coordination of school volunteers and schoolwide activities; increases student joy and school engagement through attendance incentives, academic awards, and other activities; facilitates CHKS surveys; facilitates community partnerships such as Big Smiles and Food Bank	\$42,470	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	2166	11-Month Community School Manager	0.25			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.	178-11

PROPOSED 2025-26 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
Funds contractual services with Playworks that will provide a fulltime, on-site coach to support with class game time, recess support, and Junior Coaching. This support will provide contracted staffing that will support with growing student leadership, develop students' independence, and enhance students' conflict-resolution skills. URF data will be examined to determine the effectiveness in supporting students at being safe, responsible, and respectful on the yard.	\$67,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			Student Connectedness: Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing leadership and mental health support, intervention support, and clerical support, recess and class game time support, as well as music, art, and library education.	178-12
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Student Connectedness: Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes in the after school program.	178-13
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Student Connectedness: Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes in the after school program.	178-14
Supplies to ensure all teachers can effectively deliver curriculum to ensure positive academic outcomes for students	\$13,725	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			All teachers will provided with necessary instructional materials	178-15
SENECA mental health support therapists on site in order to help support student mental health needs as referred by COST	\$22,575	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a			Student Connectedness: Professionals such as consultants and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality mental health support in the form of therapy and counseling.	178-16

PROPOSED 2025-26 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
Fulltime TSA to support all students' language arts instruction, analyze data, create small groups for intervention based on data to increase students acceleration towards benchmark and support all teachers in implementing the district adopted language arts curriculum and strategies.	\$151,713	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	New Position 05	11-Month Teacher on Special Assignment (TSA)	1.0			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.	178-17
Teacher Extended Contract for planning, collaboration, data analysis, coaching, and curriculum development the occurs beyond the contractual day to strengthen academic outcomes for students.	\$401	Literacy Coaches & Reading Specialists Grant	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a			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.	178-18
Fulltime TSA to support all students' language arts instruction, analyze data, create small groups for intervention based on data to increase students acceleration towards benchmark and support all teachers in implementing the district adopted language arts curriculum and strategies.	\$5,263	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs	n/a	n/a	n/a			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.	178-19
Teacher Extended Contract for planning, facilitating and participating in family workshops to strengthen school to home academic connections for all students	\$3,900	Title I, Part A Parent & Family Engagement	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a		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.	178-20
Additional 1 day a week of Physical education provided by a certificated educator. When classes go to Physical education class, teachers will be meeting in weekly PLC doing extra collaboration and planning.	\$18,589	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	10071	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.2		College/Career Readiness	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

[illegible]



Title I, Part A, Parent and Family Engagement Policy

2024-2025

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

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 Friday, August 16th, 2024, this year.

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

- The annual Title I meeting held on Friday, August 16th, 2024, 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 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 Friday, August 16th, 2024
- 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:

- 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 Friday, August 16th, 2024.

It will remain in adoption through the 24-25 school year until June 1st, 2025 and will be distributed no later than September 30th, 2024.

Principal's Name: SarahJayn Kemp

Principal 's Signature

Date: Friday, August 16th, 2024

School-Parent Compact



Bridges Academy At Melrose

2024-2025

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 2024-2025 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 08/16/2024, and will be in effect for the period of August 12, 2024 to May 31, 2025.

The school will distribute the Compact to all parents and family members of students participating in this Title I, Part A program on or before September 30, 2024.

Principal's Name: SarahJayn Kemp

A handwritten signature in black ink that reads "SJ Kemp". The signature is stylized with a large "S" and "J" and a small "K" and "E" for "Kemp".

Principal 's Signature

Date: Friday,, August 16th, 2024

Strategic Resource Planning (SRP)



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

Bridges ELEMENTARY SCHOOL

School Site Council Membership Roster

2024-2025

SSC - Officers

Chairperson:	Livier Guerra
Vice Chairperson:	Claudia Salgado
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a
1	Rosana Covarrubias	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
1	Pia Jara	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
1	Pearl Opem	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
1	Samuel Petty (ALTERNATE)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
0	Kristen Schapp	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
1	Livier Guerra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1	Karina Lemus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1	Claudia Salgado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1	Nicolasa Pablo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	Vidal Esquivel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1	Jenny Sanchez Martin (ALTERNATE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1

SSC Meeting Schedule: (Day/Month/Time)	8:35 - 10:35 on 8/16, 9/12, 10/10, 11/14, 12/12, 1/9, 2/13, 3/13, 4/10, 5/8
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SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
- Parents/community members cannot be OUSD employees at the site.

