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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** June 24, 2026

**Subject** 2026-2027 School Plan for Student Achievement (SPSA) for Bridges Academy at Melrose

**Ask of the Board** Approval by the Board of Education of the 2026-2027 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)**

- 2026-2027 School Plan for Student Achievement (SPSA) for Bridges Academy at Melrose

**2026-27 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:** 3/26/2026

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 <hr/> <i>Principal</i>	<i>SarahJayn Kemp</i> <hr/> Signature	<hr/> 3/26/2026 <hr/> Date
Ana Barrera Carrillo <hr/> <i>SSC Chairperson</i>	<i>Ana Barrera Carrillo</i> <hr/> Signature	<hr/> 3/26/26 <hr/> Date
<hr/> <i>SELLS Representative (optional)</i>	<hr/> Signature	<hr/> Date
Sabrina Moore <hr/> <i>Network Superintendent</i>	<i>Dr. Sabrina Moore</i> <hr/> Signature	<hr/> 04/27/2026 <hr/> Date
Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> <hr/> Signature	<hr/> 4/27/26 <hr/> Date



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

## **2026-27 School Plan for Student Achievement (SPSA)**

**School:** Bridges Academy at Melrose  
**CDS Code:** 1612596002075  
**Principal:** SarahJayn Kemp  
**Date of this revision:** 3/26/26

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  
**Address:** 1325 53rd Avenue  
Oakland, CA

**Position:** Principal  
**Telephone:** 510-535-3876  
**Email:** sarah-jane.kemp@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on:* 3/26/2026  
*The District Governing Board approved this revision of the SPSA on:* 6/24/2026

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

**2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/6/2026	ILT	Reflected on progress and challenges, Reviewed data and identified school needs, Discussed proposed expenditures and priorities
1/7/2026	ILT	Reviewed data and identified school needs, Reflected on progress and challenges
1/28/2026	Faculty	Reviewed SPSA goals and strategies, Reflected on instructional practices and supports, Reviewed data and
1/29/2026	SSC	Reviewed SPSA goals and strategies, Facilitated group feedback on SPSA sections, Collected input for next
2/9/2026	SSC	Discussed proposed expenditures and priorities, Collected input for next year's SPSA draft, Conducted mid-
1/27/2026	SSC	Discussed proposed expenditures and priorities
		Facilitated group feedback on SPSA sections

## 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 Literacy 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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

### Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

### 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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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, attic, car, park, or 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.
- **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.

## 2026-27 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$197,680.00
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	\$856,889.01

### 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 Resource 3010	\$194,150
Title I Parent & Family Engagement Resource 3010	\$3,530
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$197,680</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$856,889.01</b>

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$32,300
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$134,218
Community Schools Grant (CCSPP) Resource 6332	\$262,500
Proposition 28 (Arts & Music in Schools) Resource 6770	\$80,191
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$659,209</b>

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<b>School Name: Bridges Academy at Melrose</b>		<b>School ID: 178</b>
<b>CDS Code: 1612596002075</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date: 6/24/2026</b>

**School Mission and Vision**

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

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

**VALUES**  
Responsibility: We accept the challenge and break barriers.  
Empathy: We understand and respect the feelings and perspectives of others.  
Collaboration: We work as a team to achieve our goals.  
Growth Mindset: We know that with dedication and hard work, we can realize great accomplishments.  
Love & Joy: We cultivate a loving and joyful environment to motivate learning.  
Culturally Responsive: We learn from and relate respectfully to our own culture and those of others.

**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 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 with 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, 2024-25								
<b>% Male</b>	<b>% Black/African American</b>	<b>% Latino</b>	<b>% Pacific Islander</b>	<b>% White</b>	<b>% Students with Disabilities</b>	<b>% Unduplicated Pupil Percentage</b>	<b>% English Learners</b>	<b>% LTEL</b>
53.2%	3.3%	93.3%	0.0%	1.0%	15.4%	100.0%	82.0%	1.3%
<b>% Female</b>	<b>% Multiracial</b>	<b>% Asian</b>	<b>% Filipino</b>	<b>% American Indian/ Alaskan Native</b>	<b>% Foster Youth</b>	<b>% Socioeconomically Disadvantaged</b>	<b>% Newcomers</b>	<b>School Stability Rate</b>
46.8%	0.3%	1.0%	0.0%	0.0%	0.3%	100.0%	29.6%	87.3%

## 1B: GOALS & IDENTIFIED NEEDS

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

<b>School Goal:</b>	By May 2027, 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
<b>Identified School Need:</b>	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	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	21.7%	11.6%	27.5%	35%	40%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	28.3%	43.4%	57.1%	63%	68
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	28.6%	40.0%	53.8%	60%	65%

<b>English Language Arts Measures &amp; Targets</b>						
<b>Measure</b> *SBAC & CAST data exclude participation penalty, if applicable.	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
SBAC ELA Distance from Standard Met	All Students	-117.0	-130.6	-116.6	-97.00	-87.0
SBAC ELA Participation	All Students	100.0%	96.9%	100.0%	95.0%	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	52.2%	62.4%	52.4%	58.0%	65.0%
<b>Mathematics/Science Measures &amp; Targets</b>						
<b>Measure</b> *SBAC & CAST data exclude participation penalty, if applicable.	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
SBAC Math Distance from Standard Met	All Students	-113.7	-109.3	-121.8	-93.0	-83.0
SBAC Math Participation	All Students	90.3%	90.3%	96.7%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	3.3%	4.8%	4.6%	20.0%	25.0%
California Science Test (CAST) Participation	All Students	100.0%	98.4%	100.0%	95.0%	95.0%

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

<b>School Goal:</b>	By May of 2027 - 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
<b>Identified School Need:</b>	- 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

**Academic Measures & Targets for Focal Student Groups**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-156.3	-180.0	-147.3	-100.0	-80.0
SBAC ELA Distance from Standard Met	English Learners	-131.5	-142.7	-131.5	-110.0	-90.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	100.0%	81.8%	80.0%	70.0%	60.0%
SBAC Math Distance from Standard Met	Special Education Students	-161.2	-150.1	-166.8	-100.0	-80.0
SBAC Math Distance from Standard Met	English Learners	-123.4	-118.3	-130.7	-100.0	-80.0

**Reclassification Measures & Targets** *\*Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	7.6%	6.6%	5.4%	25.0%	40.0%
LTEL Reclassification	Long-Term English Learners	33.3%	33.3%	0.0%	50.0%	55.0%

<b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.</b>						
<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%					
<b>Identified School Need:</b>	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	2026-27 New Target
Student Connectedness to School	All Students	78.0%	76.4%	68.8%	95.0%	95.0%
Out-of-School Suspensions	All Students	0.2%	1.1%	0.7%	0.0%	0.0%
Out-of-School Suspensions	African American Students	5.6%	13.3%	13.3%	0.0%	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	4.1%	0.0%	0.0%	0.0%
Chronic Absenteeism	All Students	67.4%	31.7%	23.0%	20.0%	17.0%
Chronic Absenteeism	African American Students	93.8%	69.2%	53.8%	40.0%	25.0%

<b>LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.</b>						
<b>School Goal:</b>	By May 2027, 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.					
<b>Identified School Need:</b>	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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	76.5%	75.1%	74.6%	90.0%	90.0%

**1C: STRENGTHS & CHALLENGES**

Goal Area:	School Goal:	Priority Strengths
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> <li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li> <li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li> <li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li> </ul>	<p>A review of midyear student achievement data indicates that the school is demonstrating growing capacity to improve overall academic performance by the end of the instructional year, with evidence of progress emerging across grade levels and content areas. In mathematics, fourth grade shows measurable improvement in both growth and proficiency, highlighting the impact of effective instructional practices at that level. While performance in other grades remains relatively flat or shows some decline—most notably in third grade—these variations point to opportunities to strengthen instructional coherence and alignment across the school by leveraging practices that are already producing positive results.</p> <p>A key institutional strength is the sustained, high-fidelity implementation of the Early Literacy Program over the past three years, supported by a stable and experienced instructional team that includes Early Literacy Tutors and a literacy-focused Teacher on Special Assignment. This consistency has established a strong foundation for literacy instruction. Additionally, the school’s bilingual instructional model and implementation of the Sobrato Early Academic Language (SEAL) framework continue to provide robust support for language development, equitable access to grade-level content, and the advancement of academic discourse for multilingual learners. Targeted academic support is further enhanced through the strategic deployment of mathematics tutors, strengthening intervention efforts in core content areas.</p> <p>Midyear literacy data reflect areas of both growth and opportunity. Fifth grade demonstrated modest improvement in the percentage of students performing at or above grade level, increasing from 4.6% (3 of 65 students) to 4.7% (3 of 63 students). While fourth grade experienced a decrease in the percentage of students meeting grade-level expectations—from 5.9% (4 of 68 students) to 4.4% (2 of 45 students)—and did not meet the identified growth target, a broader analysis reveals substantial progress. When students performing one grade level below are included, fourth grade showed significant gains, with the combined percentage of students in the yellow and green performance bands increasing from 32.4% to 46.7%, representing a 14.3% increase.</p> <p>Third grade literacy outcomes, in particular, reflect positive momentum. The percentage of students performing at or above grade level increased from 14.6% (7 of 48 students) to 17.9% (9 of 56 students), resulting in a 3.3% gain and meeting the established growth goal. Variation in outcomes across grade levels highlights the importance of continued attention to vertical alignment, instructional rigor, and coherence to ensure that students are consistently prepared for the increasing literacy demands of upper elementary grades.</p> <p>Collectively, these findings highlight the school’s strong instructional foundation and growing effectiveness, while also clarifying strategic next steps. The data emphasize the value of identifying students who are performing just below grade level (“bubble” students) and implementing targeted instructional supports to accelerate their progress into grade-level proficiency. Expanding analyses to include growth among students performing one grade level below further strengthens the school’s ability to assess instructional impact and refine differentiation practices. When combined with a systematic examination and scaling of effective strategies—particularly those evident in fourth-grade mathematics and third-grade literacy—these efforts position the school to build greater coherence, accelerate student learning, and continue progressing toward the goal of a 3–5% increase in students performing at or above grade level across grades K–5.</p>

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	<p>The school has several key assets that position it well to make progress toward increasing the percentage of targeted student groups—students with IEPs, Black/African American students, and English Language Learners—performing at or above grade level in i-Ready ELA by 5–10% from MOY 2024–25 to MOY 2025–26. Although the midyear data indicate that the goal has not yet been met, the school benefits from strong instructional stability and capacity-building structures. Consistent Teachers on Special Assignment (TSAs) have partnered closely with Resource Teachers to strengthen instructional practices, particularly in the areas of scaffolding, differentiation, and access to grade-level literacy instruction for students with IEPs. In addition, teachers report increased classroom participation and engagement among Black/African American students, signaling improved instructional relevance, classroom climate, and opportunities for student voice. English Language Learners continue to benefit from the school’s bilingual instructional model and SEAL-aligned practices, which support language development and access to rigorous ELA content. Collectively, these assets reflect growing instructional coherence and inclusive practices that provide a strong foundation for accelerating literacy growth among targeted student groups in the coming year.</p>
<p><i>LCAP Goal 3:</i></p>	<ol style="list-style-type: none"> <li>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</li> <li>2. An annual suspension rate below 2%</li> </ol>	<p>In efforts to increase daily attendance and reduce chronic absenteeism, the school has demonstrated several notable strengths. Attendance rates have improved when compared to the average of the past three years, indicating positive momentum in student engagement. Suspension rates remain low, reflecting effective behavior supports and a positive school climate. The school strategically motivates students through the use of incentives and implements classwide programs that promote consistent attendance and accountability. Additionally, a strong restorative justice team plays a critical role in addressing student needs, fostering relationships, and supporting students in remaining connected to school. Together, these approaches contribute to improved attendance outcomes and a reduction in chronic absenteeism. Our suspension rate for 2024 - 2025 was 1% and as of January 16, 2026, our suspension rate for 2025 - 2026 is 0%.</p>

<i>LCAP Goal 4:</i>	By May 2027, 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.	To support teachers and cultivate new talent in meeting the diverse needs of all students, the school provides comprehensive on-site coaching and professional development structures. Teachers receive ongoing instructional and behavioral support from Teachers on Special Assignment as well as a Restorative Justice Facilitator, ensuring alignment with best practices and student-centered approaches. These supports are reinforced through weekly professional learning meetings that promote collaboration, reflective practice, and continuous growth. In addition, the school is committed to strengthening partnerships with parents and families by offering weekly family engagement meetings. These sessions focus on building families' understanding of academic expectations, connecting them with community resources, and equipping them with strategies to effectively support their children's learning and overall success.
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Challenges</b>
<i>LCAP Goal 1:</i>	By May 2027, 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	Bridges Academy continues to demonstrate a strong commitment to serving multilingual learners; however, several systemic challenges impact the school's ability to fully meet the needs of its dual language population. At present, the district does not provide a curriculum specifically designed for dual language instruction. As a result, the school is required to concurrently implement and intentionally align two separate curricula, necessitating significant additional teacher effort and time to prepare to ensure coherence, linguistic equity, and access to grade-level standards across languages.  Additionally, despite consistent instructional effort and targeted support from teachers, the percentage of students reclassifying as English Language Proficient prior to exiting the school remains low, as reflected in ELPAC data. This trend highlights the need for more cohesive language development pathways and intensified, school-wide supports to accelerate English language acquisition while sustaining bilingualism.  Finally, the school faces a critical capacity challenge in meeting the needs of newly arrived multilingual learners. With only one designated newcomer teacher and a growing newcomer population, the demand for targeted language, academic, and social-emotional support exceeds current staffing capacity. Addressing these challenges is a priority to ensure equitable access to instruction and improved outcomes for all multilingual learners at Bridges Academy.

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	<p>Bridges Academy is building instructional capacity to meet the diverse learning and language needs of its students; however, several identified challenges require targeted attention. The school is supported by novice Resource Teachers who are making meaningful strides in developing their instructional practice and effectively serving students with disabilities, yet continued coaching and professional learning are needed to further strengthen consistency and impact. In addition, the school serves a growing number of students who do not speak either language of instruction, increasing the need for specialized multilingual supports and instructional strategies to ensure access to grade-level content.</p> <p>The school also lacks a clearly defined Spanish Language Development program for students who primarily speak English at home, including Black/African American students, which limits opportunities for equitable language development within the dual language model. Furthermore, a significant number of students are newly receiving resource services for identified learning disabilities, requiring enhanced collaboration, progress monitoring, and instructional alignment to ensure effective service delivery and accelerated academic growth. Addressing these needs is essential to strengthening inclusive practices and improving outcomes for all students at Bridges Academy.</p>
<p><i>LCAP Goal 3:</i></p>	<ol style="list-style-type: none"> <li>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</li> <li>2. An annual suspension rate below 2%</li> </ol>	<p>Bridges Academy continues to address factors outside of direct instructional control that impact student attendance and family engagement. A number of families have expressed concerns about sending their children to school due to the broader political climate and other external factors. Through ongoing parent education and engagement efforts, the school has seen improvements in family confidence and willingness to participate in school activities. Additionally, a prolonged teacher absence since October has affected attendance in the impacted class, as some families have been hesitant to send their child to a classroom led by a long-term substitute. The school continues to work closely with families to support consistent attendance, strengthen trust, and ensure students remain fully engaged in learning.</p>

<i>LCAP Goal 4:</i>	By May 2027, 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.	Bridges Academy faces significant challenges in meeting the goal of increasing access to a robust system of support for new teachers by May 2027. While the school continues to provide weekly coaching, differentiated professional development, engagement with OUSD credentialing supports, and wellness initiatives, several external and structural factors make achieving this goal difficult. Rising costs in the Bay Area have created financial pressures for staff, leading some new teachers to question their ability to remain in the area and impacting overall teacher retention. In addition, recent budget reductions have limited the resources available for coaching, professional collaboration, and other supports that are critical for new teacher development. Despite these challenges, the school continues to track progress through coaching logs, professional development attendance and feedback, credentialing milestones, and annual new teacher survey data, ensuring that efforts to support new teachers remain intentional and targeted.
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## 2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Bridges Academy at Melrose

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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.

Title I funds supported extended teacher contracts for family engagement, instructional planning, collaboration, data analysis, and curriculum development, strengthening instructional practices and home–school connections. Funds also supported an additional day of certificated Physical Education instruction, allowing teachers to engage in weekly PLC collaboration. A full-time Restorative Justice Facilitator and a 0.5 FTE Attendance Over-Concentration position were implemented as planned to support school climate, student behavior, and attendance through data-driven practices and family outreach. No significant staffing changes were made after the SPSA was completed.

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

The strategies and actions outlined in the SPSA have been effective in supporting the school's articulated goals. Extended teacher contracts increased opportunities for meaningful family engagement and allowed educators to collaborate, analyze data, and plan instruction more effectively, resulting in stronger home–school connections and improved instructional coherence. Teachers were able to engage with the majority of families and work collectively to respond to student needs. The addition of certificated Physical Education time enabled consistent weekly PLC collaboration, strengthening instructional alignment across grade levels. Student attendance has remained statistically similar to the prior year, sustaining the significant gains achieved in 2024–2025. Additionally, targeted behavioral and attendance supports ensured students' social-emotional needs were met, contributing to stronger student–school connections and a positive learning environment.

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.

Based on this analysis, the school does not plan to make programmatic changes to its goals, outcomes, or strategies, as current actions are effectively supporting student achievement and school climate. However, due to budget reductions in the 2026–2027 school year, the amount of extended contract time for educators will be reduced. Despite this adjustment, the school will prioritize maintaining core activities related to family engagement, collaboration, and instructional planning.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

<p><b>Title I Expenditure</b> <i>(describe expenditure in column a)</i></p>	<p><b>Target Addressed by Expenditure</b></p>	<p><b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i></p>	<p><b>What is working/not working? Why?</b>  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b></p>	<p><b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b></p>
<p>Extended contract for classified staff</p>	<p>Student Connectedness to School</p>	<p>We provided extended contracts for teachers to meet with families outside of contractual hours. While we plan to continue this expenditure, the amount of funding will be reduced due to budget cuts. We remain committed to ensuring all families have the opportunity to meet with their child’s teacher, as these meetings strengthen the home–school connection, improve student outcomes, and help students feel more welcomed at school.</p>	<p>94% of students’ families participated in a fall conference with their child’s classroom teacher—the highest participation rate in years. This level of engagement was made possible through extended contracts and stipend support.</p>	<p>Yes, we plan to continue this expenditure; however, the amount of funding will be reduced due to budget cuts. We are committed to ensuring that all families have the opportunity to meet with their child’s teacher, as this strengthens the home–school connection, supports improved student outcomes, and helps students feel more welcomed at school.</p>

<p>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.</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Funds were utilized to provide an additional day per week of Physical Education instruction led by a certificated educator. During the time students attend Physical Education classes, classroom teachers engage in weekly Professional Learning Community (PLC) meetings dedicated to enhanced collaboration, instructional planning, and data analysis to improve student outcomes.</p>	<p>The additional day per week of certificated Physical Education instruction has proven to be an effective resource. During this time, teachers consistently engaged in weekly PLC meetings, which they report as highly supportive of their instructional practice. Evidence of the impact includes 100% of classrooms implementing the adopted curriculum and teaching Spanish phonics, as well as 85.7% of classrooms providing consistent, high-quality Tier 2 interventions, as observed during classroom learning walks. This demonstrates that the PLC time effectively supports collaboration, instructional planning, and targeted student support.</p>	<p>Yes, we plan to continue this strategy and increase the allocation from 0.2 FTE to 0.3 FTE to ensure all teachers have dedicated PLC time. This approach has been effective, with teachers reporting PLCs as supportive, 100% of classrooms implementing the adopted curriculum and Spanish phonics, and 85.7% providing consistent, high-quality Tier 2 support, demonstrating improved collaboration, planning, and student support.</p>
<p>Teacher Extended Contract</p>	<p>Student Connectedness to School</p>	<p>Title I funds were used to support extended teacher contracts for the 2025–2026 school year, providing additional time beyond the contractual workday for planning, collaboration, data analysis, instructional coaching, and curriculum development. This investment strengthened instructional practices and improved academic outcomes for students by ensuring educators had dedicated time to respond to student data and refine high-quality instruction.</p>	<p>This strategy was effective because teachers were able to collaborate regularly, which led to whole-school alignment on key areas, such as revamping Spanish phonics, and allowed teachers to analyze student assessment data to inform instruction. Evidence of impact is reflected in i-Ready English Language Arts growth among targeted subgroups: ELL students increased from 52.3% to 56.3% (+4%), African American students increased from 44% to 50% (+6%), and students with IEPs increased from 41.5% to 45.8% (+4.3%).</p>	<p>We plan to continue this resource, as it remains essential for supporting teacher collaboration and promoting student success, particularly given that many students are still performing below grade level. However, due to budget cuts, the amount allocated for extended teacher contracts will be reduced. To maintain impact, we plan to provide additional collaboration time during professional development and school hours, ensuring teachers continue to analyze data, align instruction, and address student needs effectively.</p>

<p>0.5 FTE Restorative Justice Facilitator</p>	<p>Student Connectedness to School</p>	<p>Title I funds supported a full-time Restorative Justice Facilitator on site during the 2025–2026 school year. This role strengthened the school’s restorative justice program by partnering with educators to foster supportive, inclusive classroom environments where students feel safe, respected, and connected to the school community. The RJ Facilitator also worked directly with students to build skills in conflict resolution, emotional regulation, and student leadership. Universal Referral Form (URF) data was reviewed weekly to identify behavior trends and determine targeted supports. Data findings were shared regularly with the School-Wide Leadership Team to inform effective policies and school-wide procedures aligned to student needs.</p>	<p>The implementation of restorative justice supports has been highly effective during the 2025–2026 school year. The presence of a full-time Restorative Justice Facilitator, combined with consistent data monitoring and follow-up, has resulted in strong student outcomes and improved school climate. Clear systems for responding to behavior concerns and reflective practices have ensured that issues are addressed promptly and constructively. At this time, no significant implementation barriers have been identified. Ongoing collaboration with staff and continued fidelity to restorative practices will be necessary to sustain these outcomes as student needs evolve.</p> <p>Evidence and indicators of success:</p> <ul style="list-style-type: none"> <li>- 0 out-of-school suspensions during the 2025–2026 school year, indicating successful use of restorative alternatives to exclusionary discipline.</li> <li>- 100% of Universal Referral Forms (URFs) addressed, demonstrating consistent and timely response to student behavior concerns.</li> <li>- 100% of “Sown to Grown” reflections related to concerning behaviors addressed, ensuring student accountability and reflection.</li> <li>- Student feedback indicates that students report feeling happy, safe, and supported by the Restorative Justice Facilitator, reflecting positive school climate and strong adult–student relationships.</li> </ul> <p>Together, these outcomes show that the restorative justice approach is working as intended by improving student behavior, strengthening relationships, and maintaining student access to instruction.</p>	<p>Yes, the school will continue to fund and implement a full-time Restorative Justice Facilitator. This role has proven to be an essential support for maintaining a positive school climate, addressing student behavior proactively, and ensuring students remain engaged in learning rather than removed from instruction. Ongoing data review and restorative practices will also be maintained to ensure continued responsiveness to student needs. At this time, no components of the restorative justice program will be discontinued, as the current structure is effectively supporting students, staff, and overall school culture.</p>
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<p>0.5 Attendance over concentration</p>	<p>Chronic Absenteeism</p>	<p>Title I funds supported a 0.5 FTE Attendance Over-Concentration position during the 2025–2026 school year to provide targeted clerical and outreach support focused on improving student attendance. This role supported family communication, coordinated Student Attendance Review Team (SART) meetings, and helped build strong partnerships with families to promote consistent school attendance. These efforts increased student engagement and supported regular access to instructional time, directly contributing to improved learning outcomes.</p>	<p>Families report feeling safe, welcomed, and supported, and consistently highlight the positive rapport established with this staff member. While average daily attendance is down slightly by 0.4% compared to last year, this appears to be driven primarily by factors outside of the school’s control. Overall, the position continues to be an important asset in fostering family engagement and supporting student access to learning.</p>	<p>Yes, we do plan to continue this expenditure. The 0.5 FTE Attendance Over-Concentration position provides essential clerical support that promotes consistent student attendance through family outreach, scheduling SART meetings, and building strong relationships with families. Families report feeling safe, welcomed, and supported, and consistently highlight the positive rapport established with this staff member. While attendance has declined slightly compared to last year, this appears to be due to factors outside of the school’s control. Continuing this position supports the positive school culture at Bridges Academy and, with ongoing support, will help the school advance its student engagement and attendance goals.</p>
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**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES**

<b>School:</b> Bridges Academy at Melrose	<b>SCHOOL ID:</b> 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.**

<b>School Goal:</b>	By May 2027, 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
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<b>Identified Need:</b>	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."
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
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 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
1-7	After school program will work with day school to provide academically rigorous extended learning that addresses whole-child learning needs.	All Students	Academic	Tier 1 - Universal

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

<b>School Goal:</b>	By May of 2027 - 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
<b>Identified Need:</b>	- 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.**

<b>School Goal:</b>		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
<b>Identified Need:</b>		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.**

<b>School Goal:</b>	By May 2027, 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.			
<b>Identified Need:</b>	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.			
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
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

### CONDITIONS FOR BLACK STUDENTS

#	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

[\*ELL Progress Data\*](#)

#	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 2026-27 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
<p>Funds will be used to partner with Girls Inc. to provide a high-quality after-school program available to all students who wish to participate. The program will offer structured academic support, enrichment activities, and social-emotional learning in a safe and supportive environment.</p> <p>Girls Inc. programming will include literacy-focused activities such as reading support, writing opportunities, and engaging learning experiences designed to strengthen students' academic skills and confidence. In addition to academic enrichment, the program promotes the development of the whole child by supporting social-emotional growth, positive peer relationships, leadership skills, and healthy decision-making.</p> <p>Through this partnership, students will have access to caring adult mentors, structured activities, and opportunities that build self-esteem, resilience, and a sense of belonging. The program helps extend learning beyond the school day while supporting students' academic success and overall well-being.</p>	\$109,218	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			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

**PROPOSED 2026-27 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
<p>Funds will be used to support enrichment consultants who partner with Girls Inc. to provide high-quality, hands-on enrichment opportunities for students participating in the after-school program. Enrichment providers may include organizations such as America SCORES and Rob Skate Academy, among others, that specialize in engaging youth through creative and active learning experiences.</p> <p>These enrichment consultants will offer activities such as sports, creative movement, skateboarding, poetry, teamwork-based games, and other experiential learning opportunities designed to build student confidence, teamwork, and leadership skills. Programs will emphasize inclusion, positive peer relationships, and opportunities for students to explore new interests in a supportive environment.</p> <p>By providing engaging, high-interest activities that students look forward to participating in, these enrichment opportunities help strengthen students' sense of belonging and connection to the school community. Increased engagement and enjoyment in the after-school program are expected to support stronger participation and attendance in after-school programming while also promoting students' social-emotional development and overall well-being.</p>	\$25,000	After School Education & Safety (ASES)	5825	Consultants			0.00			<p>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.</p>	178-2

**PROPOSED 2026-27 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
<p>Funds will be used to provide a full-time music teacher who will deliver enriching, standards-aligned music instruction to all students from preschool through fifth grade. The music program will expose students to foundational musical skills, including rhythm, melody, movement, singing, and instrumental exploration, while also fostering creativity, collaboration, and self-expression.</p> <p>In addition to providing music instruction, the music teacher will rotate through classrooms once per week to provide coverage for teachers. This will allow classroom teachers dedicated time to participate in Professional Learning Communities (PLCs), where they collaborate on instructional planning, analyze student data, and strengthen instructional practices.</p> <p>This expenditure supports a well-rounded educational experience for students while also strengthening teacher collaboration and professional learning. All students will have access to music instruction, promoting engagement, creativity, and a sense of belonging across the school community.</p>	\$38,065	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	4102	Teacher Education Enhancement	0.30			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.	178-3
<p>Funds will be used to provide a full-time art teacher who will deliver enriching, standards-aligned visual arts instruction to all students from preschool through fifth grade. The art program will expose students to a variety of artistic techniques, materials, and forms of creative expression, including drawing, painting, sculpture, and mixed media. Instruction will support creativity, problem-solving, fine motor development, and student self-expression while fostering appreciation for the arts.</p> <p>In addition to providing art instruction, the art teacher will rotate through classrooms once per week to provide coverage for teachers. This will allow classroom teachers dedicated time to participate in Professional Learning Communities (PLCs), where they collaborate on instructional planning, analyze student data, and strengthen instructional practices.</p> <p>This expenditure supports a well-rounded educational experience for students while also strengthening teacher collaboration and professional learning. All students will have access to visual arts instruction, promoting engagement, creativity, and a sense of belonging across the school community.</p>	\$40,713	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10081	Teacher Education Enhancement	0.30			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

**PROPOSED 2026-27 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
<p>Funds will be used to purchase classroom and instructional school supplies to support teachers in effectively implementing the adopted curriculum. Supplies will be made available to all teachers to ensure they have the materials needed to deliver high-quality instruction across subject areas.</p> <p>Instructional materials may include, but are not limited to, paper products, writing tools, art and learning manipulatives, organizational materials, and other classroom resources that support daily teaching and learning activities. These supplies help teachers provide engaging, standards-aligned instruction and support varied learning styles.</p> <p>All students will benefit from this expenditure as access to appropriate instructional supplies supports lesson implementation, student participation, and academic success across classrooms. This investment helps maintain equitable access to learning materials and supports positive educational outcomes for the entire student population.</p>	\$1,413	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			All teachers will provided with necessary instructional materials	178-5
<p>Funds will be used to support the salary and benefits of a Teacher on Special Assignment (TSA) who will serve in an instructional leadership and coaching role. The TSA will facilitate Professional Learning Communities (PLCs), provide instructional coaching to teachers, and support the implementation of effective, standards-aligned teaching practices across classrooms.</p> <p>The TSA will work collaboratively with staff to analyze student data, support lesson planning, model instructional strategies, and help build teacher capacity to improve student learning outcomes. Through ongoing coaching and facilitation of collaborative learning, the TSA helps strengthen instructional quality and consistency.</p> <p>This expenditure supports schoolwide improvement by enhancing teacher professional practice and supporting student achievement. All students benefit from this investment through improved instruction and stronger academic programming across classrooms.</p>	\$13,589	California Community Schools Partnership Program	1119	Certificated Teachers on Special Assignment Salaries		TSA 10Pay	0.10			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.	178-6

**PROPOSED 2026-27 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
<p>Funds will be used to support extended contract salaries for certificated employees to compensate teachers for time spent participating in school-related professional and instructional activities beyond the regular workday. Extended contract time may be used for responsibilities such as supporting after-school events, participating in collaborative planning sessions, engaging in unit and lesson design, reviewing student data, and participating in professional learning opportunities.</p> <p>Providing compensation for extended time supports high-quality instructional preparation, strengthens teacher collaboration, and promotes consistent implementation of curriculum and instructional strategies. These activities help build teacher capacity and improve classroom instruction.</p> <p>This expenditure supports schoolwide academic improvement and student success. All students benefit from this investment through enhanced instructional planning, increased teacher collaboration, and improved learning experiences.</p>	\$24,549	California Community Schools Partnership Program	1122	Certificated Teachers' Salaries: Extra Compensation			0.00			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.	178-7
<p>Funds will be used to support the salary of an early literacy tutor who will provide targeted literacy assistance to students in the early grades and to students in upper grades still working on foundational skills. The early literacy tutor will work with students individually and in small groups to reinforce foundational reading skills, including phonemic awareness, decoding, fluency, vocabulary development, and reading comprehension strategies.</p> <p>The tutor will collaborate with classroom teachers to support classroom instruction and help identify students who may benefit from additional literacy practice and intervention. Services will be aligned with instructional goals to help strengthen early reading skills and promote student confidence as emerging readers.</p> <p>This expenditure supports schoolwide academic success by strengthening early literacy development. All students benefit from this investment because strong foundational reading skills support long-term learning across all subject areas.</p>	\$48,508	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	9678	Early Literacy Reading Tutor	0.80			Literacy tutors will provide additional support to help English Language Learners develop academically.	178-8

**PROPOSED 2026-27 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
<p>Funds will be used to support the salary of a restorative justice facilitator who will help promote a safe, respectful, and supportive school climate. The restorative justice facilitator will work with students and staff to implement restorative practices that focus on conflict resolution, relationship building, and positive behavior support.</p> <p>The facilitator will lead restorative conversations, support mediation between students when conflicts occur, and help teach students strategies for managing emotions, communicating effectively, and solving problems peacefully. In addition, the facilitator will provide guidance and training to staff on restorative approaches that promote positive student interactions and proactive community building.</p> <p>This expenditure supports schoolwide student well-being and academic success. All students benefit from this investment because a positive, safe, and inclusive school environment helps students feel respected, supported, and ready to learn.</p>	\$61,405	California Community Schools Partnership Program	2205	Classified Support Salaries	10072	Restorative Justice Facilitator	0.50			<p>Student Connectedness: Restorative Justice Facilitator will work with all teachers through PD and as-needed coaching to support positive student social-emotional growth.</p>	178-9

**PROPOSED 2026-27 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
<p>Funds will be used to support the salary of a Community Schools Manager who will coordinate schoolwide efforts to strengthen family engagement, improve student attendance, and expand community partnerships that support student success. The Community Schools Manager will work collaboratively with staff, families, and community organizations to connect students with resources that support academic achievement, health, and overall well-being.</p> <p>A key responsibility of the Community Schools Manager will be supporting attendance improvement efforts by helping identify barriers that may prevent students from coming to school regularly and connecting families with appropriate supports. The position will help promote positive attendance messaging, outreach to families, and coordination of services that encourage students to attend school consistently.</p> <p>The Community Schools Manager will also develop and maintain partnerships with community organizations to expand enrichment, family support services, and student opportunities. By strengthening collaboration between the school and community resources, the role helps support the whole child and creates a more welcoming and supportive school environment.</p> <p>This expenditure benefits all students by promoting higher attendance, stronger family and community connections, and increased access to resources that support academic success and student well-being.</p>	\$42,440	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	2166	Prog Mgr Community Schools11	0.25			<p>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.</p>	178-10

**PROPOSED 2026-27 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
<p>Funds will be used to purchase classroom and instructional school supplies to support teachers in effectively implementing the adopted curriculum. Supplies will be made available to all teachers to ensure they have the materials needed to deliver high-quality instruction across subject areas.</p> <p>Instructional materials may include, but are not limited to, paper products, writing tools, art and learning manipulatives, organizational materials, and other classroom resources that support daily teaching and learning activities. These supplies help teachers provide engaging, standards-aligned instruction and support varied learning styles.</p> <p>All students will benefit from this expenditure as access to appropriate instructional supplies supports lesson implementation, student participation, and academic success across classrooms. This investment helps maintain equitable access to learning materials and supports positive educational outcomes for the entire student population.</p>	\$6,509	California Community Schools Partnership Program	4310	School Office Supplies			0.00			All teachers will provided with necessary instructional materials	178-11
<p>Funds will be used to contract with a Playworks coach to provide full-day support on campus Monday through Friday. The Playworks coach will facilitate structured recess and classroom game times, teaching inclusive games and activities that promote cooperation, student engagement, and positive peer interactions. The coach will support students in developing problem-solving skills, conflict resolution strategies, and positive communication during play.</p> <p>Through consistent modeling and coaching, the program will help strengthen students' sense of belonging, build confidence and self-esteem, and promote a safe and inclusive school climate. The Playworks coach will also support staff by demonstrating effective game facilitation and strategies for managing recess and playtime in ways that maximize student participation and positive behavior.</p> <p>All students will have access to the Playworks program during recess and class game times, ensuring schoolwide benefit. The program is intended to increase positive student interactions, reduce playground conflicts, and support students' social-emotional development, contributing to a more supportive learning environment.</p>	\$5,500	California Community Schools Partnership Program	5825	Consultants			0.00			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

**PROPOSED 2026-27 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
<p>Funds will be used to contract with a Playworks coach to provide full-day support on campus Monday through Friday. The Playworks coach will facilitate structured recess and classroom game times, teaching inclusive games and activities that promote cooperation, student engagement, and positive peer interactions. The coach will support students in developing problem-solving skills, conflict resolution strategies, and positive communication during play.</p> <p>Through consistent modeling and coaching, the program will help strengthen students' sense of belonging, build confidence and self-esteem, and promote a safe and inclusive school climate. The Playworks coach will also support staff by demonstrating effective game facilitation and strategies for managing recess and playtime in ways that maximize student participation and positive behavior.</p> <p>All students will have access to the Playworks program during recess and class game times, ensuring schoolwide benefit. The program is intended to increase positive student interactions, reduce playground conflicts, and support students' social-emotional development, contributing to a more supportive learning environment.</p>	\$60,000	California Community Schools Partnership Program Carryover	5825	Consultants			0.00			<p>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.</p>	178-13

**PROPOSED 2026-27 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
<p>Funds will be used to partner with Girls Inc. to provide a high-quality after-school program available to all students who wish to participate. The program will offer structured academic support, enrichment activities, and social-emotional learning in a safe and supportive environment.</p> <p>Girls Inc. programming will include literacy-focused activities such as reading support, writing opportunities, and engaging learning experiences designed to strengthen students' academic skills and confidence. In addition to academic enrichment, the program promotes the development of the whole child by supporting social-emotional growth, positive peer relationships, leadership skills, and healthy decision-making.</p> <p>Through this partnership, students will have access to caring adult mentors, structured activities, and opportunities that build self-esteem, resilience, and a sense of belonging. The program helps extend learning beyond the school day while supporting students' academic success and overall well-being.</p>	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			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

**PROPOSED 2026-27 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
<p>Funds will be used to support enrichment consultants who partner with Girls Inc. to provide high-quality, hands-on enrichment opportunities for students participating in the after-school program. Enrichment providers may include organizations such as America SCORES and Rob Skate Academy, among others, that specialize in engaging youth through creative and active learning experiences.</p> <p>These enrichment consultants will offer activities such as sports, creative movement, skateboarding, poetry, teamwork-based games, and other experiential learning opportunities designed to build student confidence, teamwork, and leadership skills. Programs will emphasize inclusion, positive peer relationships, and opportunities for students to explore new interests in a supportive environment.</p> <p>By providing engaging, high-interest activities that students look forward to participating in, these enrichment opportunities help strengthen students' sense of belonging and connection to the school community. Increased engagement and enjoyment in the after-school program are expected to support stronger participation and attendance in after-school programming while also promoting students' social-emotional development and overall well-being.</p>	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants			0.00			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.	178-15
<p>Funds will be used to provide teacher substitute coverage to support the Sobranto Early Academic Language Program and related instructional activities. Substitute teachers will cover classrooms to allow certificated staff time for professional planning, collaboration, and participation in program development activities that support early academic language instruction.</p> <p>Substitute coverage may also be used to support administration of required English language proficiency assessments, including coverage during ELPAC testing periods, to ensure students are assessed in a secure, organized, and compliant testing environment.</p> <p>This expenditure supports instructional quality and program implementation while helping ensure continuity of student learning. All students benefit from this investment through improved language instruction, better teacher preparation, and appropriate administration of required assessments.</p>	\$16,150	LCFF Supplemental	1150	Certificated Teachers: Substitutes			0.00			Develop explicit strategies for ELLs, including those whose home language is neither language of instruction	178-16

**PROPOSED 2026-27 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
<p>Funds will be used to purchase classroom and instructional school supplies to support teachers in effectively implementing the adopted curriculum. Supplies will be made available to all teachers to ensure they have the materials needed to deliver high-quality instruction across subject areas.</p> <p>Instructional materials may include, but are not limited to, paper products, writing tools, art and learning manipulatives, organizational materials, and other classroom resources that support daily teaching and learning activities. These supplies help teachers provide engaging, standards-aligned instruction and support varied learning styles.</p> <p>All students will benefit from this expenditure as access to appropriate instructional supplies supports lesson implementation, student participation, and academic success across classrooms. This investment helps maintain equitable access to learning materials and supports positive educational outcomes for the entire student population.</p>	\$16,150	LCFF Supplemental	4310	School Office Supplies			0.00			All teachers will provided with necessary instructional materials	178-17
<p>Funds will be used to support the salary and benefits of a Teacher on Special Assignment (TSA) who will serve in an instructional leadership and coaching role. The TSA will facilitate Professional Learning Communities (PLCs), provide instructional coaching to teachers, and support the implementation of effective, standards-aligned teaching practices across classrooms.</p> <p>The TSA will work collaboratively with staff to analyze student data, support lesson planning, model instructional strategies, and help build teacher capacity to improve student learning outcomes. Through ongoing coaching and facilitation of collaborative learning, the TSA helps strengthen instructional quality and consistency.</p> <p>This expenditure supports schoolwide improvement by enhancing teacher professional practice and supporting student achievement. All students benefit from this investment through improved instruction and stronger academic programming across classrooms.</p>	\$125,493	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10733	TSA 11Mon 12Pay	0.80			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.	178-18

**PROPOSED 2026-27 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
<p>Funds will be used to support the salary of a Community Schools Manager who will coordinate schoolwide efforts to strengthen family engagement, improve student attendance, and expand community partnerships that support student success. The Community Schools Manager will work collaboratively with staff, families, and community organizations to connect students with resources that support academic achievement, health, and overall well-being.</p> <p>A key responsibility of the Community Schools Manager will be supporting attendance improvement efforts by helping identify barriers that may prevent students from coming to school regularly and connecting families with appropriate supports. The position will help promote positive attendance messaging, outreach to families, and coordination of services that encourage students to attend school consistently.</p> <p>The Community Schools Manager will also develop and maintain partnerships with community organizations to expand enrichment, family support services, and student opportunities. By strengthening collaboration between the school and community resources, the role helps support the whole child and creates a more welcoming and supportive school environment.</p> <p>This expenditure benefits all students by promoting higher attendance, stronger family and community connections, and increased access to resources that support academic success and student well-being.</p>	\$59,415	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	2166	Prog Mgr Community Schools11	0.35			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.	178-19

**PROPOSED 2026-27 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
<p>Funds will be used to support the salary of a Community Schools Manager who will coordinate schoolwide efforts to strengthen family engagement, improve student attendance, and expand community partnerships that support student success. The Community Schools Manager will work collaboratively with staff, families, and community organizations to connect students with resources that support academic achievement, health, and overall well-being.</p> <p>A key responsibility of the Community Schools Manager will be supporting attendance improvement efforts by helping identify barriers that may prevent students from coming to school regularly and connecting families with appropriate supports. The position will help promote positive attendance messaging, outreach to families, and coordination of services that encourage students to attend school consistently.</p> <p>The Community Schools Manager will also develop and maintain partnerships with community organizations to expand enrichment, family support services, and student opportunities. By strengthening collaboration between the school and community resources, the role helps support the whole child and creates a more welcoming and supportive school environment.</p> <p>This expenditure benefits all students by promoting higher attendance, stronger family and community connections, and increased access to resources that support academic success and student well-being.</p>	\$67,903	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	2166	Prog Mgr Community Schools11	0.40			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.	178-20

**PROPOSED 2026-27 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
<p>Funds will be used to support the salary and benefits of a Teacher on Special Assignment (TSA) who will serve in an instructional leadership and coaching role. The TSA will facilitate Professional Learning Communities (PLCs), provide instructional coaching to teachers, and support the implementation of effective, standards-aligned teaching practices across classrooms.</p> <p>The TSA will work collaboratively with staff to analyze student data, support lesson planning, model instructional strategies, and help build teacher capacity to improve student learning outcomes. Through ongoing coaching and facilitation of collaborative learning, the TSA helps strengthen instructional quality and consistency.</p> <p>This expenditure supports schoolwide improvement by enhancing teacher professional practice and supporting student achievement. All students benefit from this investment through improved instruction and stronger academic programming across classrooms.</p>	\$31,373	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	10733	TSA 11Mon 12Pay	0.20			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.	178-21
<p>Funds will be used to support the salary and benefits of a Teacher on Special Assignment (TSA) who will serve in an instructional leadership and coaching role. The TSA will facilitate Professional Learning Communities (PLCs), provide instructional coaching to teachers, and support the implementation of effective, standards-aligned teaching practices across classrooms.</p> <p>The TSA will work collaboratively with staff to analyze student data, support lesson planning, model instructional strategies, and help build teacher capacity to improve student learning outcomes. Through ongoing coaching and facilitation of collaborative learning, the TSA helps strengthen instructional quality and consistency.</p> <p>This expenditure supports schoolwide improvement by enhancing teacher professional practice and supporting student achievement. All students benefit from this investment through improved instruction and stronger academic programming across classrooms.</p>	\$115,509	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries		TSA 10Pay	0.85			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.	178-22

**PROPOSED 2026-27 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
<p>Funds will be used to purchase classroom and instructional school supplies to support teachers in effectively implementing the adopted curriculum. Supplies will be made available to all teachers to ensure they have the materials needed to deliver high-quality instruction across subject areas.</p> <p>Instructional materials may include, but are not limited to, paper products, writing tools, art and learning manipulatives, organizational materials, and other classroom resources that support daily teaching and learning activities. These supplies help teachers provide engaging, standards-aligned instruction and support varied learning styles.</p> <p>All students will benefit from this expenditure as access to appropriate instructional supplies supports lesson implementation, student participation, and academic success across classrooms. This investment helps maintain equitable access to learning materials and supports positive educational outcomes for the entire student population.</p>	\$848	Literacy Coaches & Reading Specialists Grant	4310	School Office Supplies			0.00			All teachers will provided with necessary instructional materials	178-23
<p>Funds will be used for interprogram support costs associated with the Literacy Coaches &amp; Reading Specialists Grant to help ensure the school receives and effectively utilizes grant funding to address site-based instructional needs. These funds support administrative, coordination, and program implementation activities necessary for maintaining high-quality literacy coaching and reading specialist services.</p> <p>Support from this allocation helps sustain literacy improvement efforts by enabling coaching, professional development, and instructional support for teachers working to strengthen reading instruction across grade levels. The goal is to maximize the impact of literacy resources by supporting effective program management and service delivery.</p> <p>This expenditure benefits all students by helping ensure continued access to strong literacy instruction, coaching support for educators, and programs designed to improve reading achievement and academic outcomes.</p>	\$9,647	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs			0.00			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.	178-24

**PROPOSED 2026-27 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
<p>Funds will be used to support the salary of an early literacy tutor who will provide targeted literacy assistance to students in the early grades and to students in upper grades still working on foundational skills. The early literacy tutor will work with students individually and in small groups to reinforce foundational reading skills, including phonemic awareness, decoding, fluency, vocabulary development, and reading comprehension strategies.</p> <p>The tutor will collaborate with classroom teachers to support classroom instruction and help identify students who may benefit from additional literacy practice and intervention. Services will be aligned with instructional goals to help strengthen early reading skills and promote student confidence as emerging readers.</p> <p>This expenditure supports schoolwide academic success by strengthening early literacy development. All students benefit from this investment because strong foundational reading skills support long-term learning across all subject areas.</p>	\$67,657	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	8624	Early Literacy Reading Tutor	0.80			Literacy tutors will provide additional support to help English Language Learners develop academically.	178-25
<p>Funds will be used to support the salary of a physical education (PE) teacher who will provide standards-aligned physical education instruction to all students. The PE teacher will deliver developmentally appropriate activities that promote physical fitness, motor skill development, teamwork, and healthy lifestyle habits through structured movement, games, and exercise.</p> <p>In addition to student instruction, the PE teacher will provide limited classroom coverage to support teacher preparation time, including assistance with periodic coverage needs and participation in Professional Learning Community (PLC) meetings when applicable. This support helps provide teachers time to collaborate, plan instruction, and review student learning data.</p> <p>This expenditure supports schoolwide student wellness and academic success. All students benefit from regular physical education instruction, which promotes physical health, social-emotional development, and positive school engagement.</p>	\$80,778	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	10071	Teacher Education Enhancement	0.70			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.	178-26

**PROPOSED 2026-27 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
<p>Funds will be used to support the salary of a library teacher who will provide weekly library instruction to all students. The library teacher will deliver age-appropriate lessons that promote reading enjoyment, information literacy, research skills, and a lifelong interest in learning. Students will have scheduled opportunities to visit the library for instruction, book exploration, and literacy enrichment activities.</p> <p>In addition to student instruction, the library teacher will provide limited classroom coverage to support teacher planning time, including preparation periods and participation in Professional Learning Communities (PLCs). This support allows teachers time to collaborate, plan instruction, and review student progress.</p> <p>This expenditure supports schoolwide academic achievement and literacy development. All students benefit from regular access to library instruction, which strengthens reading skills, research abilities, and engagement with literature across grade levels.</p>	\$94,997	Measure G, Library Support	1105	Certificated Teachers' Salaries	10081	Teacher Education Enhancement	0.70			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.	178-27
<p>Funds will be used to support the salary of a music teacher who will provide standards-aligned music instruction to all students. The music teacher will deliver developmentally appropriate lessons that promote musical literacy, rhythm and movement, singing, and exploration of instruments and musical expression. Instruction will support creativity, cultural awareness, and student engagement through structured and interactive music learning experiences.</p> <p>In addition to student instruction, the music teacher may provide limited support for teacher preparation time, including classroom coverage when needed and participation in Professional Learning Community (PLC) collaboration when applicable. This support helps provide teachers with time to plan instruction and review student learning data.</p> <p>This expenditure supports schoolwide enrichment and student development. All students benefit from regular access to music instruction, which promotes creativity, social-emotional growth, and engagement in learning across the school community.</p>	\$88,819	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	4102	Teacher Education Enhancement	0.70			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.	178-28

**PROPOSED 2026-27 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
<p>Funds will be used to support the salary and benefits of a Teacher on Special Assignment (TSA) who will serve in an instructional leadership and coaching role. The TSA will facilitate Professional Learning Communities (PLCs), provide instructional coaching to teachers, and support the implementation of effective, standards-aligned teaching practices across classrooms.</p> <p>The TSA will work collaboratively with staff to analyze student data, support lesson planning, model instructional strategies, and help build teacher capacity to improve student learning outcomes. Through ongoing coaching and facilitation of collaborative learning, the TSA helps strengthen instructional quality and consistency.</p> <p>This expenditure supports schoolwide improvement by enhancing teacher professional practice and supporting student achievement. All students benefit from this investment through improved instruction and stronger academic programming across classrooms.</p>	\$6,795	State Preschool One-Time Funds	1119	Certificated Teachers on Special Assignment Salaries		TSA 10Pay	0.05			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.	178-29
<p>Funds will be used to purchase classroom and instructional school supplies to support teachers in effectively implementing the adopted curriculum. Supplies will be made available to all teachers to ensure they have the materials needed to deliver high-quality instruction across subject areas.</p> <p>Instructional materials may include, but are not limited to, paper products, writing tools, art and learning manipulatives, organizational materials, and other classroom resources that support daily teaching and learning activities. These supplies help teachers provide engaging, standards-aligned instruction and support varied learning styles.</p> <p>All students will benefit from this expenditure as access to appropriate instructional supplies supports lesson implementation, student participation, and academic success across classrooms. This investment helps maintain equitable access to learning materials and supports positive educational outcomes for the entire student population.</p>	\$1,205	State Preschool One-Time Funds	4310	School Office Supplies			0.00			All teachers will provided with necessary instructional materials	178-30

**PROPOSED 2026-27 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
<p>Funds will be used to support extended contract salaries for certificated employees to compensate teachers for time spent planning and facilitating teacher-led parent workshops and family education opportunities beyond the regular workday. These sessions will focus on helping families support their child's learning at home in areas such as Positive Behavioral Interventions and Supports (PBIS), attendance awareness, and strategies for supporting homework and academic success.</p> <p>Providing compensation for extended time allows teachers to prepare meaningful workshops, develop resources for families, and engage parents in collaborative conversations about how to reinforce classroom expectations and academic skills at home. These activities help build parent capacity and strengthen the partnership between school and families.</p> <p>This expenditure supports schoolwide academic improvement by equipping families with practical strategies to reinforce learning and positive behaviors outside of school. Students benefit through stronger home-school connections, improved attendance and engagement, and increased academic support at home.</p>	\$3,530	Title I, Part A Parent & Family Engagement	1122	Certificated Teachers' Salaries: Extra Compensation			0.00		College/Career Readiness	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.	178-31
<p>Funding will support a full-time EEIP teacher will provide teachers with an additional prep period for data analysis and planning with the TSA. Dedicated teacher collaboration time and additional prep time will strengthen instructional effectiveness. All students and teachers will benefit from a well-rounded, high-quality learning environment.</p>	\$34,619	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	10071	Teacher Education Enhancement	0.30		College/Career Readiness	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.	178-32

**PROPOSED 2026-27 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
<p>Funds will be used to support extended contract salaries for certificated employees to compensate teachers for time spent participating in school-related professional and instructional activities beyond the regular workday. Extended contract time may be used for responsibilities such as supporting after-school events that support learning in the classroom, participating in collaborative planning sessions, engaging in unit and lesson design, reviewing student data, and participating in professional learning opportunities.</p> <p>Providing compensation for extended time supports high-quality instructional preparation, strengthens teacher collaboration, and promotes consistent implementation of curriculum and instructional strategies. These activities help build teacher capacity and improve classroom instruction.</p> <p>This expenditure supports schoolwide academic improvement and student success. All students benefit from this investment through enhanced instructional planning, increased teacher collaboration, and improved learning experiences.</p>	\$22,855	Title I, Part A Schoolwide Program	1122	Certificated Teachers' Salaries: Extra Compensation			0.00		College/Career Readiness	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.	178-33
<p>Funds will be used to support the salary of an early literacy tutor who will provide targeted literacy assistance to students in the early grades and to students in upper grades still working on foundational skills. The early literacy tutor will work with students individually and in small groups to reinforce foundational reading skills, including phonemic awareness, decoding, fluency, vocabulary development, and reading comprehension strategies.</p> <p>The tutor will collaborate with classroom teachers to support classroom instruction and help identify students who may benefit from additional literacy practice and intervention. Services will be aligned with instructional goals to help strengthen early reading skills and promote student confidence as emerging readers.</p> <p>This expenditure supports schoolwide academic success by strengthening early literacy development. All students benefit from this investment because strong foundational reading skills support long-term learning across all subject areas.</p>	\$37,938	Title I, Part A Schoolwide Program	2105	Classified Instructional Aide Salaries	10073	Early Literacy Reading Tutor	0.80		i-Ready Reading at or above Mid-Grade	Literacy tutors will provide additional support to help English Language Learners develop academically.	178-34

**PROPOSED 2026-27 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
<p>Funds will be used to support the salary of a restorative justice facilitator who will help promote a safe, respectful, and supportive school climate. The restorative justice facilitator will work with students and staff to implement restorative practices that focus on conflict resolution, relationship building, and positive behavior support.</p> <p>The facilitator will lead restorative conversations, support mediation between students when conflicts occur, and help teach students strategies for managing emotions, communicating effectively, and solving problems peacefully. In addition, the facilitator will provide guidance and training to staff on restorative approaches that promote positive student interactions and proactive community building.</p> <p>This expenditure supports schoolwide student well-being and academic success. All students benefit from this investment because a positive, safe, and inclusive school environment helps students feel respected, supported, and ready to learn.</p>	\$61,405	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	10072	Restorative Justice Facilitator	0.50		Student Connectedness to School	Student Connectedness: Restorative Justice Facilitator will work with all teachers through PD and as-needed coaching to support positive student social-emotional growth.	178-35

**PROPOSED 2026-27 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
<p>Funds will be used to support the salary and benefits of a bilingual typist clerk who will focus on strengthening the school's attendance monitoring and family outreach systems. The clerk will assist with tracking attendance data, monitoring the accuracy of attendance records, and supporting timely outreach to families of students demonstrating patterns of absences or chronic absenteeism. The position will also support culturally and linguistically responsive communication with families to ensure they understand attendance expectations and available supports.</p> <p>The clerk will collaborate with school staff to facilitate early intervention for students experiencing attendance challenges by helping coordinate outreach efforts, preparing attendance reports, and assisting with communication that connects families to school resources. These efforts support the school's goals of increasing positive attendance by 1% and reducing chronic absenteeism by 3%.</p> <p>This expenditure supports schoolwide improvement by strengthening systems that promote consistent student attendance and timely intervention when attendance concerns arise. Increased attendance improves students' access to daily instruction, which is essential for academic engagement, progress toward grade-level standards, and overall student achievement.</p>	\$37,332	Title I, Part A Schoolwide Program	2405	Clerical Salaries	0915	Clerk Bilingual	0.50		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.	178-36





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

**2025 - 2026**

*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 Thursday, August 14th, 2025, 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 for Mam

### **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 14th, 2025
- 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 Thursday, August 14, 2025.

It will remain in adoption through the 25 - 26 school year until June 1st, 2025. The school will distribute this Policy to all parents and family members of students participating in this Title I, Part A program on or before September 30, 2026 .

Principal's Name: SarahJayn Kemp



Principal 's Signature

Date: Friday, August 14. 2025



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

## School-Parent Compact



### Bridges Academy At Melrose

**2025 - 2026**

*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 2025 - 2026 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 2<sup>nd</sup> trimester
  - Teachers will schedule other conferences as necessary
  
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
  - Parents will receive progress reports after each trimester

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

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

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

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

- Parents 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 08/14/2025, and will be in effect for the period of August 14, 2025 to May 31, 2026.

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, 2026.

Principal's Name: SarahJayn Kemp

A handwritten signature in black ink that reads "SJKemp". The signature is written in a cursive style with a small arrow pointing to the top of the letter 'K'.

Principal 's Signature

Date: Thursday, August 14th, 2025



Strategic Resource Planning (SRP)

**Bridges ELEMENTARY SCHOOL**  
**School Site Council Membership Roster**  
**2025-2026**

**SSC - Officers**

Chairperson:	Ana Barrera Carrillo
Vice Chairperson:	Arianna Juarez
Secretary:	Janine Torres

**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?)
SarahJayn Kemp	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>n/a</b>
Arianna Juarez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1</b>
Claudia Salgado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1</b>
Ana Barrera Carrillo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1</b>
Jennifer Tafoya	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1</b>
Mayra Gudino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1</b>
Noah Christensen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Patricia "Liz" Gonzalez Rios Lopez (AKA: Ms. Liz)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Natalie Esquivel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Janine Torres	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	8:30 - 10:00 on 8/14, 9/11, 10/23, 11/18, 12/9, 1/29, 2/26, 3/26, 4/30, 5/14
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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.

