

Board Office Use: Legislative File Info.	
File ID Number	19-1345
Introduction Date	6/26/19
Enactment Number	19-1192
Enactment Date	6/26/19 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Melrose Leadership Academy

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

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

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

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

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Melrose Leadership Academy



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

Legislative File Id. No. 19-1345
Introduction Date: 6/26/19
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2019-2020 School Plan for Student Achievement (SPSA)

School: Melrose Leadership Academy
CDS Code: 1612596118640
Principal: Moyra Contreras
Date of this revision: 5/9/2019

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: Moyra Contreras
Address: 4730 Fleming Avenue
Oakland, CA 94619

Position: Principal
Telephone: 510-535-3832
Email: moyra.contreras@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/9/2019

The District Governing Board approved this revision of the SPSA on: 6/26/2019

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: Melrose Leadership Academy

Site Number: 235

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

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

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

Date(s) plan was approved: 5/9/19

6. 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, media announcements, etc.)

Signatures:

<u>Moyra Contreras</u> Principal	<u>[Signature]</u> Signature	<u>5/13/19</u> Date
<u>Tara Stoop</u> SSC Chairperson	<u>[Signature]</u> Signature	<u>5/15/19</u> Date
<u>Sara Stone</u> Network Superintendent	<u>[Signature]</u> Signature	<u>5-16-19</u> Date
<u>MURDO STIS</u> Officer, State and Federal Programs	<u>[Signature]</u> Signature	<u>5/28/19</u> Date

2019-20 SPSA ENGAGEMENT TIMELINE**School Site:** Melrose Leadership Academy**Site Number:** 235

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/13/2018	SSC	Review of site plan and goals
12/13/2018	SSC	Evaluation of site goals
1/8/2019	ILT	Review of site plan and goals
1/14/2019	Staff	Teachers gave input on priorities for 2019-20
1/17/2019	SSC	Presentation of proposed plan and budget for 2019-20 and vote on budget

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$68,185.77
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	\$626,688.64

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$66,900.10	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$76,076.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,285.67	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$244,650.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$116,525.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$19,566.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$33,271.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$68,185.77	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$490,088.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$558,273.77
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

1A: ABOUT THE SCHOOL

School: Melrose Leadership Academy

School ID: 235

School Description

We are a community school, founded in partnership with the Melrose community brought together by a clear, collaborative vision. As we continue to transform our school in response to the needs of our community, we must continue to work together. The students and community we seek to serve are a group that is representative of the diversity that exists in Oakland. We believe that we can positively impact the quality of education and academic outcomes for our most vulnerable populations.

MLA serves 550 TK-8 students. In 2016-17, 52.9% qualified for free- or reduced-price lunch. The projection for 2019-2020 is 43%.

Melrose Leadership Academy was founded in 2001 as an Expeditionary Learning (EL) middle school to create a K-8 experience for the students at Melrose Elementary School, a school serving a community with 95% free/reduced lunch and 100% students of color. The 10 EL Principles: The Primacy of Self-Discovery, The Having of Wonderful Ideas, The Responsibility for Learning, Empathy and Caring, Success and Failure, Collaboration and Competition, Diversity and Inclusion, The Natural World, Solitude and Reflection and Service and Compassion were the pillars of our original school design and 16 years later still live in our MLA Habits of Heart and Mind, which are central to our character development work.

When MLA middle school had to relocate in 2007 due to lack of physical space, we moved to the Sherman campus and began working with the community to create a dual language K-8 school, enrolling our first cohort of dual language Kindergarteners in 2009. Since then we have added one grade level every year while simultaneously running a high needs middle school. We ran out of space again and moved to the Maxwell Park campus in 2012. The school has gone from an enrollment of 186 middle school students to over 550 students in 2018-19.

Our principal is the founding principal of Melrose Leadership Academy. Prior to founding MLA, she served as the principal of Melrose Elementary School. Our teaching staff has an average of 9 years of teaching experience; 6 of them worked at Melrose Elementary School prior to the creation of MLA. Our teaching staff consists of 52% Latino/a, 38% Anglo, 7% Asian, and 1% other.

As we re-designed the school, we felt strongly that MLA should reflect the diversity of Oakland. The high concentration of poverty made it difficult to meet the needs of our students in crisis. We believe that diversity provides more stability to the most vulnerable students and families. Our first cohort of Kinder students was composed of 55% Latino, 25% African American, 20% Anglo and approximately 65% free/reduced price lunch eligible students. In the past few years, MLA has become very desirable to many middle class families. Without a diversity sustainability plan our ability to maintain the diversity which makes our school community so rich and allows us to continue to serve the most vulnerable students is threatened. We must ensure that enrollment systems support diversity.

We reviewed our School Performance Framework (SPF) as part of our schoolwide program evaluation. MLA scored high in Culture and Climate, not surprising since we have implemented new systems to support Restorative Practices and social-emotional support for students. We scored significantly lower in academic achievement. Although our economically disadvantaged students are experiencing better academic results than students of their income level at other Oakland schools, we have a documented disparity in academic achievement between students whose parents have a college education and students whose parents did not graduate from high school, a gap of 26% as measured by EDL scores. In addition to setting overall literacy goals, we need set goals aimed at reducing this disparity.

School Mission and Vision

VISION:

The vision of Melrose Leadership Academy is to partner with families and the community to create an environment that enables students to be bilingual, creative, thoughtful, self-motivated learners. We will nurture a culture of mutual respect and multiculturalism, where dialogue among students and adults is central to learning. Melrose Leadership Academy will be a place where students can exercise their curiosity, their voice, make meaningful choices and challenge themselves and each other academically and where students develop their sense of responsibility to transform our school, community and world.

MISSION:

Melrose Leadership Academy is an Oakland public school located in the Maxwell Park neighborhood of East Oakland that seeks to develop all students to be academically competent, bilingual/biliterate leaders for social justice through Expeditionary Learning and Dual Language practices in a school community that mirrors the rich diversity of Oakland.

AGREEMENTS & HABITS of HEART & MIND: Our work together is guided by our three school-wide Agreements and our Habits of Heart and Mind. The Habits of Heart and Mind are embedded within our three agreements.

Agreement 1: We are kind and create safe spaces: Habits of Heart and Mind we practice are...

- Respect, compassion and kindness
- Cooperation and Collaboration

Agreement 2: We teach and Learn: Habits of Heart and Mind we practice are....

- Curiosity and Joy of Learning
- Reflection
- Persistence

Agreement 3: We are responsible for ourselves and our community: Habits of Heart and Mind we practice are....

- Organization and Preparation
- Leadership and Service

The agreements describe what we do. The Habits describe how we accomplish the MLA agreements. Our Habits of Heart and Mind were developed by the original MLA Design Team. The Agreements were added two years ago as part of our school-wide PBIS work.

Using our school vision, mission, agreements and Habits of Heart and Mind, we created an MLA student graduate profile.

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

Math: Last year we focused on Math during PD and students took the IAB's in an instructional capacity so that teachers could teach the test. This year we have dedicated math teachers for grades 4-8. This allows teachers to spend more time planning math instruction and teaching each lesson twice. (They have two cohorts of students). We saw the SBAC math scores of students meeting or exceeding standards rise by 5% and the percentage of students not meeting standards drop by 8.4%	We reorganized our schedule to create dedicated math teaching positions in grades 4-8.
ELA: The percentage of students meeting or exceeding standards as measured by SBAC increased by 11.4%. The percentage of students not meeting standard using this measure decreased by 10.5%	We provided more academic supports to struggling students. Teachers administered the SBAC practice test instructionally so that students could learn how to take the test. Students engage in Expeditions.
ELA: We had an increase of students meeting or exceeding standard of 9.5% as measured by the SRI, with a decrease of 6.7% of students not meeting the standard as measured by the SRI.	We provided more academic supports to struggling students. Students engage in Expeditions.
ELA: We had an increase of students reading at or above grade level who qualify for free or reduced price lunch by 8.3% as measured by the SRI	We provided more academic supports to struggling students. Students engage in Expeditions.
ELA: We decreased the gap between students scoring at or above grade level on the SRI who qualify for free and reduced price lunch and those students who do not by 7.8%	We provided more academic supports to struggling students. Students engage in Expeditions.
Priority Challenges	Root Causes of Challenges
Math: Math teachers have more student contacts and more parents to communicate with. Math teachers grades 4-8 teach two grade levels of math. We have not continued the Math focus in PD. There is a need for more collaboration time for teachers who share students.	We have limited PD time and chose to spend it on other priorities this year; implementing a new Science curriculum and many new teachers in middle school who needed support. Next year we will need to provide PD time for Math teachers to collaborate.
ELA: There is still a significant gap (38.8%) between students who are meeting or exceeding standards and qualify for free and reduced price lunch and those who don't as measured by the SRI.	Middle class students generally come to school with academic advantages that they tend to maintain throughout their schooling. We need to provide more opportunities for academic acceleration for struggling students.
The only measure of Spanish reading proficiency we use is EDL and the results are low.	The low scores are partly to do with the inconsistent way that we administer the test. It has been unclear whether we should record the instructional level or the independent level. This inconsistency has led to invalid results. In addition, close to 50% of students taking the test are Spanish learners and this test was designed for Spanish speakers. Lastly the results suggest that we need to spend more time explicitly teaching Spanish.

1C: 19-20 STUDENT GOALS & TARGETS***District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)***

School Goal:	All students build relationships to feel connected and engaged in learning.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	67.51%	Coming soon	72.51
Suspensions	African-American Students	-2pp	0.00%	0.00%	0.00%
Suspensions	Students with Disabilities	-2pp	0.00%	0.00%	0.00%
Chronic Absence	African-American Students	-2pp	4.76%	2.76%	2.76%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal:	All Students continuously grow towards meeting or exceeding standards in English Language Arts.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-40.2	-25	-10
ELA SBAC	Students with Disabilities	+20 points DF3	-128.8	-108.8	-88.8
ELA SBAC	Low Income Students	+20 points DF3	-75.1	-55.1	-35.1

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal:	All Students continuously grow towards meeting or exceeding standards in math.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-68.8	-53.8	-38.8
Math SBAC	Students with Disabilities	+20 points DF3	-137.7	-117.7	-97.7
Math SBAC	Low Income Students	+20 points DF3	-99.8	-79.8	-59.8

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal:	English Learner students continuously develop their English, reaching English fluency in six years or less.				
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Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	18.30%	12.00%	16.00%
LTEL Reclassification	Long-Term English Learners	25%	34.62%	25.00%	25.00%
District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)					
School Goal:	All students grow a year or more in reading each year.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-8 Students	+5pp	45.91%	51.70%	56.70%
SRI Multiple Years Below Grade Level	All Grade 3-8 Students	-5pp	39.38%	35.40%	30.40%
K at or above Benchmark	All Kindergarten Students	+5pp	56.00%	61.00%	61.00%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	32.88%	37.88%	38.00%

1D: IDENTIFIED NEED

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

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

1E: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

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

School: Melrose Leadership Academy		SPSA Year Reviewed: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Rigorous Academics (High Quality Work and Mastery of Content)			
June 2021 Language & Literacy Goal:		Develop and implement a rigorous, standards based, interdisciplinary Expeditionary Learning curriculum that places an emphasis on social justice and real world application. By 2021: We will reduce the achievement gap in Spanish literacy school-wide by 50% (from 26% to 13% at below benchmark, as measured by the EDL) between students whose parents have some college compared to those with no high school education. In English, we will reduce the gap in English in grades 6th-8th by 50% (from 55% to 26% at below benchmark, as measured by the SRI) between students whose parents have some college compared to those with no high school education.			
Theory of Action for Language & Literacy:		If we..... - provide teachers time to create well developed expeditions within the EL Education framework with a focus on common core and NGSS standards, - support them to ramp up the complexity and higher-order thinking requirements of anchor tasks - support them to differentiate instruction and provide scaffolds for language acquisition Then we.... - can maximize student and teacher will, skill and capacity which will lead to improved academic outcomes for our students.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SRI / EDL achievement gap		Low-Income Students		48% / 23%	38.8%/32.4%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
Teachers participated in weekly inquiry groups in Literacy (grades 4-8) or Science (grades TK-3) focused on ensuring that Learning Targets are aligned to standards, and that tasks are complex and require higher order thinking. Teachers look for evidence of meaning making in the student work and refine their practice based on their reflection and peer feedback.					
What evidence do you see that your practices are effective?					
We were able to reduce the gap between students who scored at standard or above on the SRI who qualify for free/reduced price lunch and those who do not by 7.8%.					
What are some possible implications for your 2019-20 SPSA?					

We need to continue to focus on Standards/Targets and Assessments in PD, having teachers share their targets, assessments and student work to improve their ability to meet the needs of their students and to ensure that they are engaging students in complex texts and tasks, requiring higher order thinking. In particular, we need to work on Spanish language and literacy development in the context of these texts and tasks.

18-19 Standards-Based Instruction Priority:				Rigorous Academics (High Quality Work and Mastery of Content)			
June 2021 Standards-Based Instruction Goal:				Develop and implement a rigorous, standards based interdisciplinary Expeditionary Learning curriculum that places an emphasis on social justice and real world application. June 2021: 50% of students in grades 6th-8th will meet or exceed expectation for proficiency as measured by the SBAC			
Theory of Action for Standards-Based Instruction:				<p>If we.....</p> <ul style="list-style-type: none"> - provide teachers time to backwards plan expeditions within the EL Education Framework based on the rigor of CCSS and NGSS, - support them to ramp up the complexity and higher-order thinking requirements of anchor tasks - support them to differentiate instruction and provide scaffolds for language acquisition <p>Then we....</p> <ul style="list-style-type: none"> - can maximize student and teacher will, skill and capacity which will lead to improved academic outcomes for our students. 			
Student Performance Indicator:		Student Group:		17-18 EOY Target:		17-18 EOY Actual:	
SBAC ELA		All Students		-51.6		-40.2	
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.							
Teachers in the primary grades are using the new FOSS curriculum for the first time. Most Expeditions are Science based and literacy instruction is integrated into these Expeditions. Teachers did not have an opportunity to get training on the new materials prior to using them. It has been challenging for them to use the materials while simultaneously redesigning our science-based expeditions which include language instruction. We decided to spend the second semester of this year supporting teachers in primary grades to get to know the materials and plan for integrated language development through Science. Teachers in grades 3-5 are also piloting a Spanish Language curriculum. They will have time during the second semester to plan for integrating FOSS and Adelante literacy program. Teachers in grades 6-8 and primary teachers who do not teach Science are refining their expeditions by improving their STA documents (Standards, Targets, Assessments) which are their Expedition planning documents. They are ensuring that the plans are CCSS aligned and that they require students to engage in complex texts and higher order thinking.							
What evidence do you see that your practices are effective?							
We surpassed our goal to reduce our on the ELA SBAC distance from 3 by 11.4 points, for an overall improvement of 20.4 points.							

What are some possible implications for your 2019-20 SPSA?

We need to continue to focus on academic rigor, ensuring that students are challenged to do higher order thinking and to develop the language necessary to explain their complex ideas orally and in writing.

18-19 Conditions for Student & Adult Learning Priority: Culture and Climate (Character)

June 2021 Conditions for Student & Adult Learning Goal:
 Foster student and staff agency, responsibility and accountability for academic success and character building through school wide systems such as....
 - The Agreements and Habits of Heart and Mind
 - Restorative Justice practices
 - Service Learning. Evidence of success of these practices would be measured by CHKS data. All areas of CHKS survey related to climate would be at 80% or above

Theory of Action for Conditions for Student & Adult Learning:
 If we create a supportive environment for our students and staff they will.....
 - feel safe to make mistakes and learn
 - they can rely on their community to be there for them
 Then our students and staff will be able to.....
 - engage in rigorous academic work
 - exercise their agency in impacting their community

Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
California Healthy Kids Survey	All Students	80%	75.40%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We are implementing Restorative Justice practices, our 3 agreements and Habits of Heart and Mind and having teachers include character education as an integral part of their lessons. Students engage in community building through Crew and/or Morning Circles.

What evidence do you see that your practices are effective?

We have few office referrals and only 1 day of suspension this year. Students, families and teachers report that the school is a safe, welcoming place.

What are some possible implications for your 2019-20 SPSA?

We need to continue to implement RJ, Crew, Habits and use our agreements to guide our interactions. We could improve progress monitoring and support of newcomer students and improve Tier 2 case management and support of middle school students.

18-19 Conditions for English Language Learners Priority: Develop teacher expertise to successfully teach ELLs

<p>June 2021 Conditions for English Language Learners Goal:</p>	<p>Grow and retain excellent dual immersion, expeditionary learning teachers through personalized professional development pathways</p> <p>By 2021.... All ELLs will decrease the gap between their current achievement and their Distance From Met (DFM) by more than one year annually as measured by EDL, SRI, curriculum embedded assessments and SBAC (grades 6-8)</p>		
<p>Theory of Action for Conditions for English Language Learners:</p>	<p>If we as a school.....</p> <ul style="list-style-type: none"> - have a systematic ELD program to provide a stronger foundation for students - provide ample opportunities for students to engage in stronger discourse practices - ensure that students consistently engage with strategic work with complex texts <p>Then our students will...</p> <ul style="list-style-type: none"> - independently engage with complex texts, - accelerate their English language acquisition, and - we will have higher reclassification rates 		
<p>Student Performance Indicator:</p>	<p>Student Group:</p>	<p>17-18 EOY Target:</p>	<p>17-18 EOY Actual:</p>
<p>English Learner Reclassification</p>	<p>All Students</p>	<p>12.00%</p>	<p>18.30%</p>
<p>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</p>			
<p>All new teachers are receiving coaching. Teachers receive support to integrate support for ELL's in lesson plans and to plan for differentiation in all subjects. In addition, most middle school LTELs are in targeted reading intervention "lab" classes, and newcomer students have individualized support plans, which can include Spanish language development or Spanish literacy support, ELD, math bridge labs and individual or small group counseling.</p>			
<p>What evidence do you see that your practices are effective?</p>			
<p>We surpassed our goal.</p>			
<p>What are some possible implications for your 2019-20 SPSA?</p>			
<p>We need to ensure that teachers differentiate instruction for ELL's when teaching all subjects. We need stronger progress monitoring of students participating in interventions, particularly newcomer students.</p>			
<p> </p>			
<p>18-19 Arts, Music & World Languages Priority:</p>	<p>transition to WL/AP programs?</p>		
<p>June 2021 Conditions for English Language Learners Goal:</p>	<p>School has articulated a curriculum that is aligned to the AP Spanish placement test</p>		

<p>Theory of Action for Conditions for English Language Learners:</p>	<p>If we...</p> <ul style="list-style-type: none"> - create a systematic plan for students to transition from a SLA program to a World Languages or a Spanish AP program and provide students opportunities to engage in Art and Music electives in middle school <p>Then.....</p> <ul style="list-style-type: none"> - students will be prepared for AP Spanish in high school, and will develop artistic and musical skills that will allow them to experienca a well-rounded education. 		
<p>Student Performance Indicator:</p>	<p>Student Group:</p>	<p>17-18 EOY Target:</p>	<p>17-18 EOY Actual:</p>
<p>Qualification for Seal of Biliteracy</p>	<p>All Middle School Students</p>	<p>25%</p>	<p>25%</p>
<p>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</p>			
<p>All middle school students have access to Spanish instruction. The 7th and 8th graders also have access to Spanish "lab" classes. We are piloting a new assessment (Avant) which was given to all 8th graders at the end of last year and 6th graders this fall. The 8th grade testing will be completed at the end of the school year. This is the assessment that is being used in high school to determine if students meet language proficiency criteria to qualify for the California State Seal of Biliteracy.</p>			
<p>What evidence do you see that your practices are effective?</p>			
<p>Last year 25% of our 8th graders qualified for Spanish language competency aligned to the Seal of Biliteracy. This year we administered the Avant to the 6th graders in the fall and over 50% of our 6th graders have met this benchmark already.</p>			
<p>What are some possible implications for your 2019-20 SPSA?</p>			
<p>We need to continue to improve our academic Spanish instruction at the upper grades in order to improve the percentage of students qualifying for the Seal of Biliteracy before they go to high school.</p>			
<p> </p>			
<p>DEPARTURE FROM PLANNED 18-19 SPSA BUDGET</p>			
<p>Please describe any significant differences between your 18-19 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2018-19. If you made changes, why?</p>			
<p> </p>			

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Melrose Leadership Academy

School ID: 235

3: SCHOOL STRATEGIES & PRACTICES

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

District Strategy: Building **CONDITIONS FOR STUDENT AND ADULT LEARNING**

School Priority:	Culture and Climate (Character)		
School Theory of Action:	<p>If we create a supportive environment for our students and staff they will.....</p> <ul style="list-style-type: none"> - feel safe to make mistakes and learn - they can rely on their community to be there for them <p>Then our students and staff will be able to.....</p> <ul style="list-style-type: none"> - engage in rigorous academic work - exercise their agency in impacting their community 		
Related School Goal(s):	All students build relationships to feel connected and engaged in learning.		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION

1-1	<p>Teachers will implement Restorative Justice principles and practices employed at MLA to hold students and community accountable for their actions and behavior and the effects of those actions on others and the community as a whole and as a result creating and maintaining a safe, supportive environment for the diverse members of our school community (Latina/o, African American, Asian, Anglo, Foster Youth, students with disabilities, LGBTQ, GATE students).</p>	<p>Leaders will provide opportunities for faculty to engage in discussions around race and class, including how implicit bias impacts our work.</p> <p>Leaders will model the 3 agreements and use them to guide in creating safe spaces, making decisions and resolving conflicts. The 3 Agreements are: * We are kind and create safe spaces. * We are responsible for ourselves and our community and * We teach and learn.</p> <p>Leaders will provide leadership opportunities for staff. Leaders will ensure that Kinder Play Dates are scheduled and held by the PTSA prior to the beginning of school. Leaders will also ensure that the 8th graders have a smooth transition into high school by completing the transition forms for students being supported by Apoyo and sending them to the receiving school. Leaders will also ensure that students and families have access to information regarding the high school options. Principal will meet weekly with PTSA parent leaders to increase parent engagement and coordinate work of all parent committees.</p>	<p>Learning Walks focused on gathering data on character targets</p>
1-2	<p>Teachers will use character targets daily to build student responsibility for their own actions and their own learning</p>	<p>Leaders will provide teachers time to develop character learning targets and provide opportunities for teachers to engage in feedback protocols to strengthen the character targets.</p>	<p>Documentation and observation of community building activities in classrooms/Crew and the use of Character Targets in classrooms</p>
1-3	<p>Teachers will engage students in community building activities which engage our diverse population: Latina/o, African American, Asian, Anglo, LGBTQ students and students with disabilities</p>	<p>Leaders will provide upper grade teachers time to plan for Crew.</p>	<p>3 Agreements and evidence of student meaning making of the agreements posted in classrooms, student reflections and Crew plans documenting student engagement with relevant content</p>

1-4	Teachers will engage in community building activities during PD with colleagues	Leaders will schedule community building activities during PD.	Observation of community building activities during PD, agendas and sign-in sheets
1-5	Teachers will teach the agreements and the Habits of Heart and Mind and will support students in practicing these in different spaces	Leaders will provide teachers time at the beginning of the school year to plan for the teaching of MLA Habits of Heart and Mind. Leaders will acknowledge students and classes who model the Habits of Heart and Mind in a monthly assembly.	Increase in attendance rates; documentation of Apresiasi. Improved results in student knowledge of the agreements and Habits of Heart and Mind in the PBIS walk through
1-6	Teachers will engage in Apoyo process (Coordination of Services) and SST's to support students who are struggling academically and/or socially	Leaders will ensure that SST's are scheduled as needed and will facilitate SST's.	Apoyo forms filled out by teachers, teachers participation in SST's as per SST documentation.
1-7	Teachers will support leaders to ensure that Kinder Play Dates are scheduled and held by the PTSA prior to the beginning of school, so that there is a smooth TK/K transition.	Leaders will work with teachers and PTSA to ensure that Play Dates take place.	Documentation of Kinder play dates
1-8	Teachers will support leaders to ensure that the 8th graders have a smooth transition into high school by completing the transition forms for students being supported by Apoyo and sending them to the receiving school.	Leaders will provide 8th grade teachers time to complete transition forms for 8th grade students. Leaders will also ensure that students and families have access to information regarding the high school options.	Documented completion of Transition forms for students in 8th grade to send to high school
1-9	Teachers will support leaders to ensure that students and families have access to information regarding school practices such as Restorative Justice and Expeditionary Learning.	Leaders will ensure that Parent Handbook is updated and includes discipline policy, a description of Restorative Justice and information Expeditionary Learning. Information will be communicated at Back to School Night and School Site Council.	Handbook and minutes from meetings
1-10	One or more teachers will serve on PTSA as a liaison between teachers and family leaders to improve communication and increase parent engagement	Leaders will ensure that at least one teacher serves as PTSA liaison.	Teacher attendance at PTSA meetings.

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority: Rigorous Academics (High Quality Work and Mastery of Content)

School Theory of Action:	If we..... - provide teachers time to backwards plan expeditions within the EL Education Framework based on the rigor of CCSS and NGSS, - support them to ramp up the complexity and higher-order thinking requirements of anchor tasks - support them to differentiate instruction and provide scaffolds for language acquisition Then we..... - can maximize student and teacher will, skill and capacity which will lead to improved academic outcomes for our students.		
	Related School Goal(s): All Students continuously grow towards meeting or exceeding standards in math.		
Students to be Served by these Practices		All Students	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION

2-1	<p>All teachers will use CCSS and NGSS standards to plan for their content area instruction.</p>	<p>Leaders will provide teachers with collaboration time to</p> <ul style="list-style-type: none"> - develop lessons/expeditions that include ample opportunities for students to engage with complex text and discussion protocols - develop student work/projects progress indicators and analyze data to assess student progress towards those learning goals - reflect on their instruction and inform future plans <p>Leaders will support teachers to build more “real world” applications in their expeditions through site visits, on-site coaching, consultancies and tuning protocols.</p> <p>Leaders will provide funding for teachers to push into afterschool/extended learning time to provide literacy and math support for students.</p> <p>Leaders will provide coaching for all new teachers.</p> <p>Leaders will provide differentiated PD and coaching based on grade level needs.</p> <p>Leaders will engage in cycles of inquiry to reflect on and analyze schoolwide data to inform teacher support.</p> <p>ILT members will lead data conferences with their grade level teams and teachers will have protected time to better leverage and reflect on the data to differentiate tier 1 instruction to better support students. Leaders will make funds available for teachers to provided extended time interventions for struggling students.</p>	<p>Learning Walks (2x month) by IST and observation of standards-based lesson implementation. Collect documentation of learning targets, lesson and unit (expedition) plans, teach "think sheets" from inquiry cycles</p> <p>IST and coaching meeting notes</p> <p>Observations of interventions provided during extended day</p>
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2-2	All teachers will use standards aligned learning targets to strengthen academic core	Leaders will conduct learning walks focused to collect data on use of standards-aligned in classroom instruction.	Data collected through regular Classroom observations of learning targets and rigor, as well as percentage of teacher vs. student talk
2-3	All teachers will provide students opportunities to reflect on their learning and growth	Leaders will provide teachers with collaboration time to - develop lessons/expeditions that include ample opportunities for students to engage with complex text and plan discussion protocols - reflect on student work/projects - reflect on their instruction and inform future plans	Analyzing school wide data with IST and ILT in order to identify trends and inform planning
2-4	Teachers will increase the rigor of math instruction. They will plan math instruction, teach lessons, and observe each other to refine math instruction and outcomes. This will help teachers focus more time on conceptual understanding by having students grapple with ideas and problem solving to strengthen academic core.	Leaders will provide math teachers with collaboration time to - develop lessons/expeditions that include ample opportunities for students to engage with complex text and plan discussion protocols - reflect on student work/projects - reflect on their instruction and inform future plans -provide opportunities for teachers to observe each other in a lesson study format.	Learning Walks (2x month) by IST and collect documentation of learning targets, lesson and unit plans, and implementation of standards-based lessons
2-5	Teachers will provide students with opportunities to engage with complex text and to think critically using grade level and leveled texts	Leaders will provide teachers with collaboration time to - develop lessons/expeditions that include ample opportunities for students to engage with complex text and plan discussion protocols - reflect on student work/projects - reflect on their instruction and inform future plans	Learning Walks (2x month) by IST and collect documentation of learning targets, lesson and unit plans, and implementation of standards-based lessons

2-6	Teachers will provide multiple opportunities for student talk using structured discussion protocols on topics relevant to the diverse community we serve: Latina/o, African American, Asian, Anglo, Foster youth, homeless students.	Leaders will support teachers to build more “real world” applications in their expeditions through site visits, on site coaching, consultancies and tuning protocols and planning time.	Learning Walks (2x month) by IST and collect documentation of learning targets, lesson and unit plans, and implementation of standards-based lessons
2-7	Teachers will provide opportunities for students to apply their learning and present their work in authentic, relevant ways reflecting the diversity of the community (Latina/o, African American, Asian, Anglo, Foster Youth, LGBTQ, GATE students).	Leaders will support teachers to build more “real world” applications in their expeditions through site visits, on site coaching, consultancies and tuning protocols and planning time.	Learning Walk observation notes and EXPO presentation observations.
2-8	Teachers will analyze student work products/assessments to provide differentiated instruction (including appropriate stretch/extension activities for GATE students)	Leaders will provide differentiated PD and coaching based on grade level needs.	Analysis documented in google doc
2-9	Teachers will provide additional support during extended learning time to struggling students, including homeless students, as determined by assessments	Leaders will provide funding for teachers to push into afterschool/extended learning time to provide literacy and math support for students.	Observation, time sheets and sign-in sheets.
2-10	Teachers will provide differentiation to meet the diverse needs of students, specifically for struggling students.	Leaders will provide teachers with collaboration time to - develop lessons/expeditions that include ample opportunities for students to engage with complex text and plan discussion protocols - reflect on student work/projects - reflect on their instruction and inform future plans	Learning Walks (2x month) by IST and collect documentation of learning targets, lesson and unit plans, and implementation of standards-based lessons
2-11	Intervention teachers will provide intensive support for struggling students identified by assessments including homeless students.	Provide funding for intervention teacher and support the creation of a schedule for intervention.	Observations and student progress assessments

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority: Rigorous Academics (High Quality Work and Mastery of Content)

<p style="text-align: center;">School Theory of Action:</p>	<p>If we.....</p> <ul style="list-style-type: none"> - provide teachers time to create well developed expeditions within the EL Education framework with a focus on common core and NGSS standards, - support them to ramp up the complexity and higher-order thinking requirements of anchor tasks - support them to differentiate instruction and provide scaffolds for language acquisition <p>Then we....</p> <ul style="list-style-type: none"> - can maximize student and teacher will, skill and capacity which will lead to improved academic outcomes for our students. 		
<p>Related School Goal(s):</p>	<p>All Students continuously grow towards meeting or exceeding standards in English Language Arts. All students grow a year or more in reading each year.</p>		
<p>Students to be Served by these Practices</p>	<p>All Students</p>		
<p>#</p>	<p>TEACHING PRACTICES & PROGRAMS</p>	<p>LEADERSHIP PRACTICES</p>	<p>EVIDENCE OF IMPLEMENTATION</p>

3-1	<p>Teachers will implement interdisciplinary expeditions.</p>	<p>Leaders will provide teachers with collaboration time to</p> <ul style="list-style-type: none"> - develop expeditions that include ample opportunities for students to engage with complex text and plan discussion protocols - reflect on student work/projects - reflect on their instruction and inform future plans <p>Leaders will provide teachers with access to RAZ Kids and resources for phonics instruction for TK, K and 1</p> <p>Leaders will ensure teachers have access to grade level appropriate texts</p> <p>Leaders will provide resources to ensure differentiated smaller group instruction for newcomer students</p> <p>Leaders will provide funding for teachers to push into afterschool to provide literacy and math support for students.</p> <p>Leaders will provide coaching for all new teachers</p> <p>Leaders will provide differentiated PD and coaching based on grade level needs</p> <p>Leaders will ensure teachers have protected time to better leverage and reflect on the data to differentiate tier 1 instruction to better support ELL students.</p> <p>Leaders will provide time within work hours for teachers to understand the needs and IEPs of all students with disabilities in their classrooms.</p>	<p>Learning Walks (2x month) by IST and collect documentation of learning targets, lesson and unit plans, and implementation of standards-based lessons</p> <p>Use data for RAZ Kids and NewsELA</p> <p>Release schedules for teachers to attend IEPs and/or meet with RSP teacher</p> <p>PD agendas and teacher "think sheets"</p> <p>Observation of intervention in after-school program</p>
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3-2	Teachers will provide students with opportunities to engage with complex text and think critically using grade level and leveled texts, as well as grappling protocols in math and Language Arts to strengthen Academic core.	Leaders will provide teachers with collaboration time to - develop lessons/expeditions that include ample opportunities for students to engage with complex text and plan discussion protocols - reflect on student work/projects - reflect on their instruction and inform future plans	Documentation of expeditions using the EL STA framework
3-3	Teachers will provide multiple opportunities for student talk using structured discussion protocols to strengthen academic core	Leaders will conduct regular classroom observations and student work shared by teachers during PD	Notes from regular Classroom observations and student work shared by teachers during PD
3-4	Teachers will provide opportunities for students to apply their learning and present their work in authentic ways that are relevant to our diverse population: Latino, African American, Asian, Anglo, LGBTQ, Foster youth, GATE students, Newcomers.	Leaders will provide time for grade level teams to collaboratively plan units (expeditions) and culminating tasks	Expedition plans and EXPO student work products
3-5	Teachers will provide opportunities for students to set goals and reflect on their learning and growth	Regular Classroom observations, crew lesson plans, and student work shared by teachers during PD	Regular Classroom observations, crew lesson plans, and student work shared by teachers during PD
3-6	Teachers will analyze student work products/assessments, disaggregate the data by race (African American, Latina/o, Asian and Anglo), foster youth and economic class, to inform future instruction and plan for differentiated English and Spanish Language instruction.	Leaders will analyze school wide data with IST and ILT in order to inform trends and inform planning; disaggregating by class, ethnicity and gender	Analyzing school wide data with IST and ILT in order to inform trends and inform planning; disaggregating by class, ethnicity and gender
3-7	Teachers will collaboratively backward plan expeditions to scaffold for ELLs	Leaders will provide time for grade level teams to collaboratively plan units (expeditions) and culminating tasks	Learning Walks (2x month) by IST and collect documentation of learning targets, lesson and unit plans, and implementation of standards-based lessons

3-8	Teachers will continue to implement Guided Reading and Literature Circles	Leaders will provide teachers with collaboration time to - develop lessons that include ample opportunities for students to engage with complex text and plan discussion protocols - plan for Guided reading and Literature Circles	Walk-throughs will show evidence of this practice in 100% of classrooms
3-9	Teachers will provide students access to RAZ Kids	Leaders will ensure that the license is purchased, and that adequate teacher training and support are provided	Walk-throughs will show evidence of this practice in 100% of classrooms
3-10	Teachers in grades, K and 1 will provide phonemic awareness and phonics instruction to all students	Leaders will engage in walk-throughs	Walk-throughs will show evidence of this practice in 100% of classrooms
3-11	Classroom teachers will work with Resource teachers, and all other appropriate specialists in order to fully understand and accommodate/differentiate instruction and access for all students with disabilities.	Leaders will provide time within work hours for teachers to understand the needs and IEPs of all students with disabilities in their classrooms.	Notes from meetings between Resource Specialists and teachers are uploaded to google docs and show evidence of this practice. Release schedules for teachers to attend IEPs and/or meet with RSP teacher
3-12	Teachers will provide workshops to families related to early literacy	Leaders will provide stipends to teachers who provide literacy workshops for families	Sign-in sheets from workshops, and calendar review, will show evidence of workshop implementation

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority:	Develop teacher expertise to successfully teach ELLs
School Theory of Action:	<p>If we as a school.....</p> <ul style="list-style-type: none"> - have a systematic ELD program to provide a stronger foundation for students - provide ample opportunities for students to engage in stronger discourse practices - ensure that students consistently engage with strategic work with complex texts <p>Then our students will...</p> <ul style="list-style-type: none"> - independently engage with complex texts, - accelerate their English language acquisition, and - we will have higher reclassification rates
Related School Goal(s):	English Learner students continuously develop their English, reaching English fluency in six years or less.

Students to be Served by these Practices		English Language Learners	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	<p>Teachers will appropriately scaffold instruction for ELL students in Spanish and English</p>	<p>Leaders will support teachers to build more “real world” applications in their expeditions through site visits, on site coaching, consultancies and tuning protocols.</p> <p>Develop school leadership from within our staff community to help us to retain more experienced teachers and build continuity of program and a cohesive professional community.</p> <p>Expand and formalize peer support to include peer observation cycles, coordinated release time (grade-level, departmental) and establish and give time for peer consultancy protocols.</p> <p>Increase time for teachers to better leverage and reflect on the data to differentiate tier 1 instruction to better support ELL students.</p> <p>Provide differentiated PD focused on implementation of complex text and discourse practices (in upper grades) and ELD/ELD standards and other ELL essential practices (in lower grades)</p> <p>Provide classroom observations and feedback by ILT, TSA and administrators.</p> <p>Prioritize middle school newcomers for afterschool support. Provide counseling and intervention for Newcomer students.</p>	<p>Learning Walks focused on observing differentiation for ELLs, students grappling with complex and student-to-student talk</p>

4-2	Teachers will engage ELL students in grappling with complex text in English and Spanish	Provide differentiated PD focused on implementation of complex text and discourse practices (in upper grades) and ELD/ELD standards and other ELL essential practices (in lower grades)	Alignment and consistent implementation of ELL essential practices across the school-- Walk throughs
4-3	Teachers will provide consistent access to systematic and differentiated ELD for all ELL students, including Newcomers	Implement focal student model in inquiry PD so that teachers can better leverage and reflect on the data to differentiate tier 1 instruction to better support ELL students. Leaders will create master schedule and intervention schedules that support differentiated instruction and small group support for ELLs, including newcomers, in need of additional literacy instruction.	Alignment and consistent implementation of ELL essential practices across the school-- Walk throughs
4-4	Teachers will provide ELL students regular opportunities to engage in discourse practices in English and Spanish.	Provide differentiated PD focused on implementation of complex text and discourse practices (in upper grades) and ELD/ELD standards and other ELL essential practices (in lower grades)	Alignment and consistent implementation of ELL essential practices across the school-- Walk throughs
4-5	Teachers will participate in peer observation/coaching.	Leaders will provide release time and support the development of a schedule for peer observations and coaching.	Documentation of consistent implementation of peer observation cycles Teacher reflection on impact of peer observations with regards to change in teacher practice and/or student learning (both the observer and the observee)
4-6	Teachers will identify Newcomer students to receive additional academic and social-emotional support	Leaders will meet regularly with teachers Leaders will ensure that identified newcomers receive support from the MLA Unaccompanied Child Specialist.	Apoyo referrals completed by teachers for students with additional needs

ARTS, MUSIC & WORLD LANGUAGES

School Priority: Transition to World Language/AP programs, Art and Music

School Theory of Action:		<p>If we...</p> <ul style="list-style-type: none"> - create a systematic plan for students to transition from a SLA program to a World Languages or a Spanish AP program and provide students opportunities to engage in Art and Music electives in middle school <p>Then.....</p> <ul style="list-style-type: none"> - students will be prepared for AP Spanish in high school, and will develop artistic and musical skills that will allow them to experienca a well-rounded education. 	
Related School Goal(s):		All students build relationships to feel connected and engaged in learning.	
Students to be Served by these Practices		All Students	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
5-1	Teachers will become familiar with the World Language standards	<p>Leaders will request support from ELLMA to create an AP Spanish aligned curriculum and resources.</p> <p>Leaders will provide support for implementation through PD opportunities, coaching, etc.</p> <p>Leaders will work with ELLMA to get access to Avant Spanish Language assessment. Leaders will schedule Arts and Music Electives</p>	Learning Walks focused on observing language targets aligned to World Languages standards
5-2	Teacher will crosswalk the SLA standards with the World Languages standards	Leaders will request support from ELLMA to create an AP Spanish aligned curriculum and resources	A document that connects SLA to World Languages instruction
5-3	Teacher will pilot the World Languages curriculum with students participating in the World Languages class	Leaders will request support from ELLMA to create an AP Spanish aligned curriculum and resources	Learning Walks focused on observing implementation of World Languages curriculum
5-4	Teacher will adminster assessments to determine student readiness for AP Spanish		Test scores on teacher created assessments and the Avant Spanish Language assessment
5-5	Art teacher will provide Arts Elective	Leaders will develop a schedule to include Arts Elective.	Students will display their art work during EXPO
5-6	Music Teacher will provide Music Elective	Leaders will develop a schedule to include Music Elective.	The quality of Art work completed as part of Expeditions will improve as measured by the High Quality Work Rubric

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 235

School: Melrose Leadership Academy

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$116,525.00	After School Education & Safety (ASES)	Funds to go to Love, Learn, Success, our After School Program Partner	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Leaders will provide funding for teachers to push into afterschool/extended learning time to provide literacy and math support for students.	235-1
\$29,597.13	General Purpose Discretionary	Literacy TSA	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries	New	n/a	0.20	Provide classroom observations and feedback by ILT, TSA and administrators.	235-2
\$10,749.00	General Purpose Discretionary	Supplies	Goal 5: Students are engaged in school every day.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	235-3
\$8,610.00	General Purpose Discretionary	Technology Licenses	Goal 3: Students are reading at or above grade level.	5846	Licensing Agreements		n/a		Leaders will ensure that the license is purchased, and that adequate teacher training and support are provided	235-4
\$8,000.00	General Purpose Discretionary	Copier Maintenance	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreemt		n/a		Overall support for academic and social-emotional practices	235-5
\$6,638.99	General Purpose Discretionary	Noon Supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries	4950	Noon Supervisor	0.20	Teachers will engage in Apoyo process (Coordination of Services) and SST's to support students who are struggling academically and/or socially	235-6
\$6,638.99	General Purpose Discretionary	Noon Supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries	1631	Noon Supervisor	0.20	Teachers will engage in Apoyo process (Coordination of Services) and SST's to support students who are struggling academically and/or socially	235-7
\$6,638.99	General Purpose Discretionary	Noon Supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries	New	n/a	0.20	Teachers will engage in Apoyo process (Coordination of Services) and SST's to support students who are struggling academically and/or socially	235-8
\$56,188.58	LCFF Supplemental	STIP	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries	4542	STIP Teacher	1.00	Leaders will provide release time and support the development of a schedule for peer observations and coaching.	235-9

\$118,390.52	LCFF Supplemental	Literacy TSA	Goal 4: English Learners are reaching fluency.	1105	Certificated Teachers' Salaries	New	n/a	0.80	Implement focal student model in inquiry PD so that teachers can better leverage and reflect on the data to differentiate tier 1 instruction to better support ELL students. Leaders will create master schedule and intervention schedules that support differentiated instruction and small group support for ELLs, including newcomers, in need of additional literacy instruction.	235-10
\$19,657.90	LCFF Supplemental	STIP	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries		n/a	?	Leaders will provide release time and support the development of a schedule for peer observations and coaching.	235-11
\$5,000.00	LCFF Supplemental	Extra time for teachers	Goal 4: English Learners are reaching fluency.	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		Leaders will provide release time and support the development of a schedule for peer observations and coaching.	235-12
\$5,000.00	LCFF Supplemental	Subs for professional development	Goal 2: Students are proficient in state academic standards.	1150	Certificated Teachers: Substitutes		n/a		Leaders will provide release time and support the development of a schedule for peer observations and coaching.	235-13
\$14,201.00	LCFF Supplemental	Supplies	Goal 5: Students are engaged in school every day.	4310	School Office Supplies		n/a		All teachers will use CCSS and NGSS standards to plan for their content area instruction.	235-14
\$26,381.00	LCFF Supplemental	Community Schools Manager	Goal 5: Students are engaged in school every day.	5730	Community Schools Program Manager		n/a	0.20	Teachers will support leaders to ensure that students and families have access to information regarding school practices such as Restorative Justice and Expeditionary Learning.	235-15
\$19,566.00	Low-Performing Students Block Grant (LPSBG)	Surplus to be allocated in Fall 2019	Goal 2: Students are proficient in state academic standards.	4399					n/a	235-16
\$24,613.93	Measure G1	Spanish Teacher	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	4201	Teacher Bilingual	0.40	Teachers will appropriately scaffold instruction for ELL students in Spanish and English	235-17
\$9,019.00	Measure G1	Spanish books	Goal 1: Graduates are college and career ready.	4200	Books other than Textbooks		n/a		Intervention teachers will provide intensive support for struggling students identified by assessments	235-18

\$67,086.00	Salesforce	Community Schools Manager	Goal 5: Students are engaged in school every day.	5730	Community Schools Program Manager		n/a	0.80	Teachers will support leaders to ensure that students and families have access to information regarding school practices such as Restorative Justice and Expeditionary Learning.	235-19
\$51,373.61	Title I: Basic	Intervention Teacher	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries	2511	Teacher Bilingual	0.60	Intervention teachers will provide intensive support for struggling students identified by assessments including homeless students.	235-20
\$2,337.00	Title I: Basic	Materials for intervention	Goal 3: Students are reading at or above grade level.	4310	School Office Supplies		n/a		Intervention teachers will provide intensive support for struggling students identified by assessments including homeless students.	235-21
\$13,190.00	Title I: Basic	Community Schools Manager	Goal 5: Students are engaged in school every day.	5730	Community Schools Program Manager		n/a	0.10	Teachers will support leaders to ensure that students and families have access to information regarding school practices such as Restorative Justice and Expeditionary Learning.	235-22
\$600.00	Title I: Parent Participation	Snacks for meetings	Goal 6: Parents and families are engaged in school activities.	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		Teachers will provide workshops to families related to early literacy	235-23
\$518.00	Title I: Parent Participation	Extra time for teachers	Goal 6: Parents and families are engaged in school activities.	4311	Meeting Refreshments		n/a		Teachers will provide workshops to families related to early literacy	235-24
\$168.00	Title I: Parent Participation	Surplus	n/a	4399	Surplus		n/a		n/a	235-25

Melrose Leadership Academy

Title I School Parental Involvement Policy 2018-19

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Melrose Leadership Academy

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title I Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title I Plan.
 - Information regarding the district's Title I meetings is provided at the School Site Council's first meeting of the year.

Melrose Leadership Academy convenes an annual Title I meeting where all of this is explained.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
 - We hold a monthly Title I meeting and discuss the Title I program
 - We review the Title I plan and expenditures throughout the year at the School Site Council meetings held on the second Thursday of the month.
- Provides parents of Title I students with timely information about Title I programs.
 - We hold a monthly Title I meeting and discuss the Title I program
 - We review the Title I plan and expenditures throughout the year at the School Site Council meetings held on the second Thursday of the month.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. (In the box below, briefly describe or bullet how this happens at your school.)
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. (In the box below, briefly describe or bullet how this happens at your school.)

School-Parent Compact

Melrose Leadership Academy has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.

Building Parent Capacity for Involvement

Melrose Leadership Academy engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress
 - The academic content standards, achievement standards and assessments are covered in the annual Back to School Night meeting.
 - How to monitor their child's progress is discussed in parent/teacher conferences twice a year and at School Support Team meetings as needed.
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
 - This occurs during conferences with teachers and yearly workshops.
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
 - This occurs during a yearly staff meeting.
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

- Parents of Title I parents are encouraged to participate in all school activities. All activities and communication with families is provided bilingually, which makes it possible for families to interact and participate in all school activities.
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
 - The Title I Plan is discussed at the School Site Council meetings, the PTSA yearly meeting and is available bilingually on the school website.
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.
 - Title I Parents are surveyed to determine what activities to provide them during the year.

Accessibility


- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.
 - All school meetings, communication, bulletin boards and done in Spanish and English. All parent conferences are conducted in Spanish or English. Our office staff is bilingual and provide support to families in Spanish and English.

Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by the minutes and sign-in sheet from the yearly Title 1 meeting.

This policy was adopted by the Melrose Leadership Academy School Site Council on 3/8/2019 and will be in effect for the 2018-19 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.

The Melrose Leadership Academy's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

 (Principal's Signature)
3/8/19

March 8, 2019

MLA HOME-SCHOOL-COMMUNITY PLEDGE

MLA SCHOOL PLEDGE

FAMILY PLEDGE

STUDENT PLEDGE

We believe that all students are capable of achieving greatness in their learning. To support each student, we will:

- hold students to high standards and support them to achieve them
- appreciate school community for upholding MLA's Habits of Heart and Mind
- empower students and the community
- respect everyone's participation and remain inclusive
- promote social justice and a deep understanding of the world
- prepare individuals to make choices in their lives
- encourage the development of critical and compassionate thinking community
- nurture limitless imagination and creativity
- build confidence and integrity
- maintain open communication regarding community events, school and classroom
- make classroom decisions based on the needs of children and take time to find out
- create a collective, collaborative environment based on the needs of the child
- utilize restorative practices
- strive to be our best selves
- make decisions consistent with the realization of the MLA vision
- respectfully share ideas; listen and ask questions
- grow a strong, equitable, inclusive, vibrant community
- remember the remarkable work we do and the difference we make in the lives of our students

I believe that parents and family are the first and most important models and teachers. To support my child's learning and success in school, I will:

- send my child to school every day on time
- make sure that my child gets adequate sleep and has a healthy diet
- make sure my child dresses in a manner consistent with the school and district dress code policies
- provide a quiet place and time for my child to do homework, and review their homework
- ensure that my child and I read at least 30 minutes per day
- reduce the time that our household watches television or plays video games
- attend Back to School Night, Parent-Teacher-Student conferences, SST's SARTS, Restorative Justice Circles, EXPO, and other school events
- learn about and uphold the school community's vision and core practices (Restorative Justice, Expeditionary Learning, Inquiry)
- sign in the office when visiting my child's school
- volunteer for a minimum of 2 hours per month
- respectfully share ideas; listen and ask questions
- grow a strong, equitable, inclusive, vibrant community
- remember the remarkable work I do and the difference I make in the lives of our students

I believe that I play a crucial role in my education. I will fully take charge of my school experience, and to show this I will:

- fully engage myself in my education
- come to class on time every day

learn, practice and live by the MLA Habits of Heart and Mind

- return my completed homework on time
- actively participate in community circles
- create and support a safe community
- push myself to ask for help when I need it
- exchange information between school and home
- read or be read to in English or Spanish at home at least 30 minutes every day
- respectfully share ideas; listen and ask questions
- respect the school environment and work to keep it beautiful
- grow a strong, equitable, inclusive, vibrant community
- remember my goodness, brilliance, importance and ability to make great decisions

Principal's Signature

Parent/ Guardian Signature

Student Signature



STATE AND FEDERAL PROGRAMS

2018-2019

School Site Council Membership Roster – Middle School

School Name: Melrose Leadership Academy

Chairperson : Tara Stoop
Vice Chairperson: Kirstin Hernandez
Secretary: Ellie Gladstone

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Tara Stoop				X	
Kristin Hernandez				X	
Ellie Gladstone				X	
Kari Goodman				X	
J T Taylor				X	
Luis Ceja				X	
Jose Padilla		X			
Anabel West		X			
Emily Bean		X			
Tim Marshall		X			
Holly Welch			X		
Moyra Contreras	X				

Meeting Schedule (day/month/time)	Second Thursday at 5:30
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SSC Legal Requirements: (Ed. Code 52852)

- 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;
- Students are required to be members of the High School SSC**
- Parent/community members cannot be OUSD employees at the site.

1-Principal
4-Classroom Teachers
1-Other Staff
AND
6-Parent/Community
Or
3-Parent /Community
3-Students