OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

October 28, 2015

To: Board of Education

From: Antwan Wilson, Superintendent
             Allen Smith, Chief of Schools
             Vernon Hal, Senior Business Officer
             Ruth Alahydoian, Chief Financial Officer
             Susana Ramirez Director, Office of Accountability Partners

Re: 2015 - 2016 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Melrose Leadership Academy.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Single Plan for Student Achievement (SPSA).

> Title I Schoolwide Plan
> After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Melrose Leadership Academy.

**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2015-2016 Single Plan for Student Achievement (SPSA)

School:	**Melrose** Leadership Academy
CDS Code:	1612596118640
Principal:	Moyra Contreras
Date of this revision:	6/10/2015

The Single 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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Moyra Contreras	**Position:**	Principal
Address:	4730 Fleming Avenue	**Telephone Number:**	510-535-3832
	Oakland, CA 94619	**Email Address:**	moyra.contreras@ousd.k12.ca.us

The District Governing Board approved this revision of the SPSA on: TBD

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

School Site Name: Melrose Leadership Academy **Site Number:** 235

[X] Title I Schoolwide Program

[ ] Title I Targeted Assistance Program

[X] After School Education & Safety Program (ASES)

[X] Local Control Funding Formula (LCFF) Base Grant

[X] LCFF Supplemental Grant

[ ] LCFF Concentration Grant

[ ] School Improvement Grant (SIG)

[ ] 21st Century

The School Site Council (SSC) recommends this comprehensive Single 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 Single 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 Single 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 Single 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: 3/12/15   5/14/15

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

[X] Fliers in students' home languages

[ ] Announcement at a public meeting

[X] Other (Notices and Media Announcements, etc.)

Signatures:

Moyra Contreros

Print name of School Principal

Mayra Hernandez

Print name of SSC Chairperson

SONDRA AGUILERA

Print name of Network Superintendent

Susana Ramirez

Susana Ramirez, Director, State & Federal Programs

Signature

5/14/15
Date

3/ /
Date

9/9/15
Date

9/20/15
Date

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

School Site Name: Melrose Leadership Academy   **Site Number:** 235

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2014	SSC	Shared rationale and overview of Focused Annual Plan.
11/1/2014	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2014	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to FAP goals.
12/5/2014	Faculty & SSC combined	Budget training and review budget summary including major FAP strategies & activities 2015-2016. Documented feedback for ILT review.
1/7/2015	EL Parent Sub-Committee	Presented FAP goals and activities to increase EL SRI scores and re-classification, documented feedback for ILT review.
2/4/2015	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
9/11/2014	SSC	Provided overview and rationale for MLA's Focused Annual Plan
11/10/2014	ILT	Reviewed MLA's Focused Annual Plan which had been developed by the ILT and approved by the SSC in the previous year
11/13/2014	Parent Community	SSC hosted an event for all parents to provide and overview of the Focused Annual Plan
1/12/2015	ILT	Reviewed budget summary. Documented ILT feedback for 2015-2016 plan and budget.
1/14/2015	Faculty	Presented proposed 2015-2016 plan and budget using ILT feedback
1/15/2015	SSC	Presented proposed 2015-2016 plan and budget using ILT feedback

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... **General Purpose Base #0000**	$94,400.00	TBD
Local Control Funding Formula Supplemental Grant ... **LCFF Supplemental #0002**	$159,050.34	TBD
Local Control Funding Formula Concentration Grant ... **LCFF Concentration #0003**	$0.00	TBD
After School Education and Safety Program (FTE Only) ... **ASES #6010**	$129,172.23	TBD
TOTAL:	**$382,622.57**	**$0.00**

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... **Title I Resource #3010**	$94,502.34	TBD
Title I, Part A: Parent Engagement Activities ... **Title I Resource #3010**	$2,359.58	TBD
School Improvement Grant ... **SIG Resource #3180**	$0.00	TBD
21st Century Community Learning Centers (FTE only) ... **Title IV Resource #4124**	$0.00	TBD
TOTAL:	**$96,861.92**	**$0.00**

MAJOR IMPROVEMENT PRIORITIES

| **MAJOR IMPROVEMENT PRIORITY #1:** | **Literacy** |

LCAP strategic priorities addressed by this Major Improvement Priority:

    1. College & Career Readiness (LCAP Goal 1)

✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)

    3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)

✓ 4. Student Engagement (LCAP Goal 5)

✓ 5. Parent/Family Engagement (LCAP Goal 6)

    6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #1

• All MLA students will be proficient readers of grade-level texts, as measured by SRI/EDL/DRA benchmarks.

• For elementary school, students will either be at or above grade level OR make 1.5 years of growth in a year.

• For middle school, students will either be at or above grade level OR make 100 points growth in a year as measured by SRI

STUDENT GOAL TARGET(S) for Improvement Priority #1

Indicators for Student Goal(s)	*Indicator Description*	*Fall 2014 Baseline*	*2014-15 Target*	*2015-16 Target*
SRI	Percent of students in grades 4-5 who are at or above grade level.(We begin formal English reading at the end of 3rd grade. This is an English test.)	21%		60%
SRI	Percent of students in grades 4-5 who are not at or above grade level but made at least 1.5 years growth in a year	60%		25%
EDL	Percent of students in grades 6-8 who are at or above grade level	28%		30%
EDL	Percent of students in grades 1-5 who are at grade level			75%
	Percent of students in grades 1-5 who are not at grade level but made at least 1.5 years of growth in a year			20%

DATA ANALYSIS for Improvement Priority #1

Performance Strengths	Performance Challenges
The longer the students attend MLA, the better they read. The grade level which had the highest percent of students reading at grade level, in English and Spanish, are our 5th graders who have been at MLA for 6 years.	Close to 50% of our 1st graders are not reading at grade level. This is partially due to 90/10 Dual Immersion program where we teach all students to read in Spanish first and 50% of our students are English only students when they enter Kindergarten. Although our middle school students made tremendous growth in reading as measured by the SRI, most come into 6th grade significantly below grade level. We have a 90/10 model in grades TK-5. We will add 6th grade to our DL program next year. TK-2nd grade is focused on Spanish reading instruction. Formal English reading instruction begins at the end of 3rd grade. Half of our students enter the school not speaking Spanish.

ROOT CAUSE ANALYSIS for Improvement Priority #1

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

This year we implemented guided reading/literature circles school-wide. We had a TSA dedicated to supporting this work; providing PD, coaching and classroom support. The Instructional Rounds data shows that implementation went well. We need to continue focus on and refine these practices.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

We have made great strides in implementing guided reading and/or literature circles school-wide but we need to continue to focus on this. The quality of implementation of these strategies is uneven. New teachers need continued support to improve their practice.

There is a significant alignment between struggling readers and students who live below the poverty level. In order to impact this, we need to implement family literacy program in the primary grades and provide students target differentiated support in the classroom and opportunities for extended learing time.

MAJOR IMPROVEMENT STRATEGY #1

We are implementing Guided Reading and literature circles in order to meet diverse literacy needs.

Teaching Practices:	Leadership Practices:	Organizational Practices:
Teachers implement small group instruction a minimum of 4 times a week following the Guided Reading and Literature Circle practices to accelerate learning for low performing and GATE students.	Provide differentiated PD focused on implementation of Guided Reading/Literature Circles.Classroom observations and feedback by ILT, TSA and administrators. Coordination of peer observations	Release time for teachers to administer EDL and DRA (teachers set up own release days within suggested range using "in-service" code in sub system)
Teachers will plan relevant and meaningful independent literacy learning experiences for students to engage in while the teacher is leading small group instruction.	Provide differentiated PD focused independent reading workshop activities and leveled reading.Classroom observations and feedback by ILT, TSA and administrators. Coordination of peer observations.	PD Collaboration time is used by teachers to analyze EDL/ DRA/SRI scores with grade level partners (especially across disciplines in MS)
Teachers will support students in reflecting on development of independent reading stamina.	Provide differentiated PD focused independent reading workshop activities and leveled reading.Classroom observations and feedback by ILT, TSA and administrators. Coordination of peer observations.	Input scores/follow-up (Teachers enter into EDL/DRA google doc; TSA supports production of reports)
Teachers will participate in collaborative data analysis in grade spans.	Lead PD on data analysis.	Provide leveled books and book sets for guided reading and literature circles to match the reading needs of the students.
Teachers will plan in response to collaborative analysis in grade level teams.	Lead PD on data analysis.	Allocation of PD time on master PD calendar
TK/K/1 teachers will provide explicit and systematic phonemic awareness and phonics instructions for students who need it	Provide differentiated PD focused on phonemic awareness and phonics instructions in context of MLA classrooms.Classroom observations and feedback by ILT, TSA and administrators. Coordination of peer observations.	Provide extended contract for TK/K/1st grade team to provide Literacy training for primary families.
TK/K/1 team will provide literacy workshop for families of struggling readers and have regular parent conferences with parents of students needing intervention	Provide subscriptions to RAZ kids for in-class, after school program and home use	Struggling students in grades 2-8 will have the opportunity to participate in our after school program
Teachers will provide opportunities for all students to read challenging texts; including GATE students as well as struggling students	Provide teachers opportunities to attend conferences	Provide childcare for parent trainings

All teachers K-6 will implement RAZ kids for in-class, after school and home individualized reading	Provide chromebooks for Raz Kids program	Provide materials for parent trainings
		Provide refreshments for parent trainings and meetings
		Provide required materials and supplies for all classrooms

MAJOR IMPROVEMENT PRIORITY #2:	High Quality Work

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- 5. Parent/Family Engagement (LCAP Goal 6)
- 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #2

• All students will create high quality work that shows they have applied concepts learned from complex text. Students will be able to explain how texts deepened their understanding of the concepts.

STUDENT GOAL TARGET(S) for Improvement Priority #2

Indicators for Student Goal(s)	Indicator Description	Fall 2014 Baseline	2014-15 Target	2015-16 Target
Students will display and present their Expedition work two times per year				
Students will use teacher made rubrics to assess the quality of their work				

Students will engage in revising their work using the teacher made rubrics to guide them

Students will engage in complex tasks and reading complex texts to deepen their understanding of the concepts they are studying

DATA ANALYSIS for Improvement Priority #2

Performance Strengths	Performance Challenges
All students presented their work during our EXPO	We need to continue to analyze the rigor of the tasks and the quality of the student products in order to deepen student uderstanding
Students used rubrics to revise their work	
Teachers analyzed the texts and tasks to up the rigor in the student work	

ROOT CAUSE ANALYSIS for Improvement Priority #2

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Students benefitted from the use of rubrics in the revision process.

Teachers increased the rigor of the Expedition work as a result of collaborative reflection.

The quality of the Expeditions and the demands of the work will continue to increase if we continue this work.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

We need to continue to refine our Expeditions to increase the rigor and align with the Next Generation Sciecne Standards

MAJOR IMPROVEMENT STRATEGY #2

Continue work with Expeditionary Learning focused on High Quality work, ensuring that the expeditions are rigorous and that the work produced by the students is their best work.

Teaching Practices:	Leadership Practices:	Organizational Practices:
Backwards plan projects with scaffolds to support all students' application of content knowledge gleaned from text	Support collaborative planning by allowing time, sharing, and documentation of texts, quality lessons using the texts, and student work	Support collaborative planning by allowing time, sharing, and documentation of texts, quality lessons using the texts, and student work
Design appropriate scaffolds and protocols to support all students to engage in discussions about complex text.	TSA/Science TSA meets with teachers one-on-one or grade level teams to analyze work and give feedback on expedition	Create team learning plans for the cycles and what will happen on Wed. vs. with coach or in release time--TSAs provide support especially for new teachers
Select appropriate complex texts for grade/content/target language and analyze the content and language demands of those texts	Establish and give time for peer consultancy protocols for lessons and products (analyzing student work)	
Analyze student work products to inform future instruction.	Principal and TSAs give feedback on this through evaluation cycles	
Explain how a complex text was used within an expedition.	Create team learning plans for the cycles and what will happen on Wed. vs. with coach or in release time--TSAs provide support especially for new teachers	
Some staff will attend Expeditionary Learning Conferences and bring information back to entire faculty	Calendar time for planning, consultancy, teaching, looking at student work	
Teachers will receive coaching from Expeditionary Learning	Expeditionary learning coach will provide grade-level specific models of projects that show application of complex text--we will analyze in grade level groups using EL tools to articulate complexity-language development lens too	
	Expeditionary Learning coach will give tiered PD on Workshop 2.0	

MAJOR IMPROVEMENT PRIORITY #3: **Climate**

LCAP strategic priorities addressed by this Major Improvement Priority:

1. College & Career Readiness (LCAP Goal 1)
2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
✓ 4. Student Engagement (LCAP Goal 5)
5. Parent/Family Engagement (LCAP Goal 6)
✓ 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #3

• Students will use the character expectations to guide their actions and interactions with their peers and adults in the classroom and in all other areas of the school.

• All Expeditions will include character targets

• Students will be able to articulate and demonstrate growth in the Habits in the context of their expedition work (MLA Habits of Heart and Mind)

STUDENT GOAL TARGET(S) for Improvement Priority #3

Indicators for Student Goal(s)	Indicator Description	Fall 2014 Baseline	2014-15 Target	2015-16 Target
Reduction of office referrals	Reduction in office referrals	N/A	N/A	25% reduction
Reduction of in-school suspensions	Reduction of in-house suspensions			25% reduction
Reduction in out of school suspensions	Reduction in out of school suspensions			25% reduction
Character Targets included in all Expeditions	Character targets included in plans for all Expeditions			All Expeditions have Character Targets
Evidence of student self-reflections of growth in Character Targets	Student reflections			

DATA ANALYSIS for Improvement Priority #3

Performance Strengths	Performance Challenges
We had experienced a reduction of office referrals for 4 years in a row.	This year our office referrals increased in December and January. The principal served on jury duty and was replaced by substitutes.
Last year we identified 3 school-wide agreements through PBIS	Due to an increase of 100 students, 7 new teachers and a re-designed schedule, we did not have time at the beginning of the year to focus on our PBIS agreements with staff and students.
Many teachers have been trained in RJ	The new staff was not trainied in RJ before the school year started.

ROOT CAUSE ANALYSIS for Improvement Priority #3

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

We need to ensure that students are internalizing the character traits. They are not clearly articulated to students and we are not teaching them effectively.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

Our climate work is guided by Restorative Justice practices. We have also participated in PBIS and have our Habits of Heart and MInd which were developed when we founded the school. Although there is great alignment between RJ,PBIS and out Habits of Heart and Mind, it is essential that we merge them into an MLA plan.

We have new teachers joining our staf every year and they have not had RJ training.

The Habits of Heart and Mind are not understood by the new staff or the students.

MAJOR IMPROVEMENT STRATEGY #3

Provide PD time to develop a clearly articulated integration of RJ, PBIS, and our Habits into one MLA climate plan. Implement this plan through a Crew structure in all classrooms.

Teaching Practices:	*Leadership Practices:*	*Organizational Practices:*
Teachers will construct character learning targets for each of their Expeditions.	TSA and Apoyo will develop a proposed vertical alignment structure for collecting and analyzing data.	Junior coaches structure- reflect on what is happening on yard during recess times.

Teachers will contribute to a shared bank of strategies, resources, rubrics, etc. for teaching and monitoring character development.	Collect a shared bank of strategies, resources, rubrics, etc. for teaching and monitoring character development.	Provide teachers time to plan for monthly assemblies
Teachers will collaboratively analyze data from student self-assessment.	Provide time for a monthly assembly focused on character education, facilitated by different classrooms	
Teachers will collaboratively articulate intervention plans for students not meeting character learning targets.		
Some staff will participate in Expeditionary Learning Conferences and bring back information to entire faculty		
Supplies will be purchased for parent training		
Teachers will teach Crew		

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site's program goals and will be performed as a centralized service:

Title I Centralized Services

Centralized Services	Title I Projected Allocation
Professional Development	$745,469
Early Childhood Education	$1,964,450
Mental Health Services	$175,000
Literacy	$800,000
Summer School	$400,000

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools (e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches)
- After–School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress
- Early Childhood Education services for preschool children

School:	**Melrose Leadership Academy**												
BUDGET ACTIONS & FUNDING:	**IMPROVEMENT PRIORITY #1 (Literacy)**												
Key Practice	**School Goal Indicator**	**Targeted LCAP Student Group**	**Budget Action**	**Budget Resource**	**Object Code**	**Position Title**	**UPC**	**FTE**	**Budget Amount**	**Budget Action Number**	**Title I Schoolwide Action?**	**Associated LCAP Strategy**
Teachers implement small group instruction a minimum of 4 times a week following the Guided Reading and Literature Circle practices to accelerate learning for low performing and GATE students.	SRI	English Language Learners	N/A							235-1A	Targeted Approaches	A3.2: Reading Intervention
Teachers implement small group instruction a minimum of 4 times a week following the Guided Reading and Literature Circle practices to accelerate learning for low performing and GATE students.	EDL	African American Students	N/A							235-1B	Targeted Approaches	
Teachers implement small group instruction a minimum of 4 times a week following the Guided Reading and Literature Circle practices to accelerate learning for low performing and GATE students.	SRI	Low-Income Students	Hire a TSA in order to provide professional development and coaching.	Title I Basic	1119		C10TSA0066	1	$88,367.06	235-1C	Targeted Approaches	A3.2: Reading Intervention
Teachers will participate in collaborative data analysis in grade spans.	EDL	English Language Learners	N/A							235-1D		
Teachers will participate in collaborative data analysis in grade spans.	EDL	Low-Income Students	Subs and/or extended contract time will be provided to complete analysis with their grade level colleagues	General Purpose Discretionary					$6,000.00	235-1E	Teacher PD	A2.8: Data & Assessment
Teachers will plan in response to collaborative analysis in grade level teams.	EDL	English Language Learners	HIre a STIP sub to release teachers for planning and analysis of assessments	LCFF Supplemental					$44,050.00	235-1F	Teacher PD	A2.8: Data & Assessment
TK/K/1 team will provide literacy workshop for families of struggling readers and have regular parent conferences with parents of students needing intervention	EDL	Low-Income Students	Extended contract time for teachers to provide literacy workshops for parents of struggling students	General Purpose Discretionary					$4,000.00	235-1G	Family Engagement	A3.3: Family Engagement focused on Literacy Development
Teachers will provide opportunities for all students to read challenging texts; including GATE students as well as struggling students	SRI	Low-Income Students	N/A							235-1H		
Teachers will use copiers to support literacy work	SRI	Latino Students	purchase copier/or maintenance agreement	General Purpose Discretionary	5610				$15,000.00	235-1I	Targeted Approaches	A2.3: Standards-Aligned Learning Materials

Description	Program	Student Group	Detail	Funding Source	Code					Amount	ID	Category	Focus Area
Provide differentiated PD focused on implementation of Guided Reading/Literature Circles.Classroom observations and feedback by ILT, TSA and administrators. Coordination of peer observations	SRI	African American Students	N/A								235-1J	Teacher PD	A2.5: Teacher Professional Development for CCSS & NGSS
Provide differentiated PD focused independent reading workshop activities and leveled reading.Classroom observations and feedback by ILT, TSA and administrators. Coordination of peer observations.	EDL	English Language Learners	N/A								235-1K	Teacher PD	A2.5: Teacher Professional Development for CCSS & NGSS
Provide differentiated PD focused independent reading workshop activities and leveled reading.Classroom observations and feedback by ILT, TSA and administrators. Coordination of peer observations.	EDL	Latino Students	N/A								235-1L		
Lead PD on data analysis.	SRI	Students with Disabilities	N/A								235-1M	Teacher PD	A2.9: Targeted School Improvement Support
Lead PD on data analysis.	SRI	African American Students	NA								235-1N		
Provide differentiated PD focused on phonemic awareness and phonics instructions in context of MLA classrooms.Classroom observations and feedback by ILT, TSA and administrators. Coordination of peer observations.	EDL	English Language Learners	N/A								235-1O	Teacher PD	A2.5: Teacher Professional Development for CCSS & NGSS
Provide subscriptions to RAZ kids for in-class, after school program and home use	EDL	Low-Income Students	Provide subcription to RAZ kids for all classrooms	Title I Basic	4399					$3,573.28	235-1P	Extended Learning Time	A2.9: Targeted School Improvement Support
Provide teachers opportunities to attend conferences	EDL	Latino Students	Provide teachers opportunites to attend conferences	Title I Basic						$2,562.00	235-1Q	Teacher PD	A2.5: Teacher Professional Development for CCSS & NGSS
Provide chromebooks for Raz Kids program	EDL	English Language Learners	Provide chromebooks to be used in classroom for RAZ Kids program	LCFF Supplemental						$16,225.47	235-1R	Targeted Approaches	A4.2: Dual Language Programs
Release time for teachers to administer EDL and DRA (teachers set up own release days within suggested range using "in-service" code in sub system)	EDL	Latino Students	N/A								235-1S	Teacher PD	A2.8: Data & Assessment

Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
PD Collaboration time is used by teachers to analyze EDL/ DRA/SRI scores with grade level partners (especially across disciplines in MS)	EDL	Low-Income Students	N/A							235-1T	Teacher PD	A2.8: Data & Assessment
Input scores/follow-up (Teachers enter into EDL/DRA google doc; TSA supports production of reports)	DRA	English Language Learners	N/A							235-1U	Teacher PD	A2.8: Data & Assessment
Provide leveled books and book sets for guided reading and literature circles to match the reading needs of the students.	EDL	African American Students	N/A							235-1V	Targeted Approaches	A3.2: Reading Intervention
Allocation of PD time on master PD calendar			N/A							235-1W		
Provide extended contract for TK/K/1st grade team to provide Literacy training for primary families.	EDL	Low-Income Students	Provide paid time for teachers to conduct literacy trainings for parents of struggling students	Title I Parent					$1,391.70	235-1X	K Transition	A6.5: Academic Parent-Teacher Communication & Workshops
Struggling students in grades 2-8 will have the opportunity to participate in our after school program	EDL	Low-Income Students	N/A							235-1Y	Extended Learning Time	A1.6: After School Programs
Provide childcare for parent trainings	EDL	Low-Income Students	Provide childcare for parent trainings	Title I Parent					$686.00	235-1Z	Family Engagement	A3.3: Family Engagement focused on Literacy Development
Provide materials for parent trainings	EDL	Low-Income Students	Provide materials for parent trainings	Title I Parent					$281.88	235-1AA	Family Engagement	A3.3: Family Engagement focused on Literacy Development
Provide refreshments for parent trainings and meetings	EDL	Low-Income Students	Provide refreshments for parent trainings	LCFF Supplemental					$1,000.00	235-1AB	Family Engagement	A3.3: Family Engagement focused on Literacy Development
Provide required materials and supplies for all classrooms	EDL	Low-Income Students	Provide needed supplies	General Purpose Discretionary	4310				$26,400.00	235-1AC	Targeted Approaches	A2.1: Implementation of CCSS & NGSS

BUDGET ACTIONS & FUNDING:	IMPROVEMENT PRIORITY #2 (High Quality Work)											
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Backwards plan projects with scaffolds to support all students' application of content knowledge gleaned from text		Latino Students	N/A							235-2A	Targeted Approaches	A2.1: Implementation of CCSS & NGSS

Action		Student Group	Description	Funding Source						Amount	Code	Category	Strategy
Design appropriate scaffolds and protocols to support all students to engage in discussions about complex text.		African American Students	N/A								235-2B	Targeted Approaches	A2.1: Implementation of CCSS & NGSS
Select appropriate complex texts for grade/content/target language and analyze the content and language demands of those texts		Low-Income Students	N/A								235-2C	Targeted Approaches	A2.1: Implementation of CCSS & NGSS
Analyze student work products to inform future instruction.		Foster Youth	N/A								235-2D	Targeted Approaches	A2.1: Implementation of CCSS & NGSS
Explain how a complex text was used within an expedition.		Low-Income Students	N/A								235-2E	Targeted Approaches	A2.1: Implementation of CCSS & NGSS
Some staff will attend Expeditionary Learning Conferences and bring information back to entire faculty		Latino Students	Funds to attend conferences	LCFF Supplemental						$5,000.00	235-2F	Teacher PD	A2.1: Implementation of CCSS & NGSS
Teachers will receive coaching from Expeditionary Learning		Low-Income Students	Contract with Expeditionary Learning	General Purpose Discretionary						$8,000.00	235-2G	Teacher PD	A2.1: Implementation of CCSS & NGSS
Support collaborative planning by allowing time, sharing, and documentation of texts, quality lessons using the texts, and student work		Latino Students	N/A								235-2H	Teacher PD	A2.1: Implementation of CCSS & NGSS
TSA/Science TSA meets with teachers one-on-one or grade level teams to analyze work and give feedback on expedition		English Language Learners	N/A								235-2I	Teacher PD	A2.1: Implementation of CCSS & NGSS
Establish and give time for peer consultancy protocols for lessons and products (analyzing student work)		Students with Disabilities	N/A								235-2J	Teacher PD	A2.1: Implementation of CCSS & NGSS
Principal and TSAs give feedback on this through evaluation cycles		African American Students	N/A								235-2K	Teacher PD	A2.1: Implementation of CCSS & NGSS
Create team learning plans for the cycles and what will happen on Wed. vs. with coach or in release time--TSAs provide support especially for new teachers		Latino Students	N/A								235-2L	Teacher PD	A2.1: Implementation of CCSS & NGSS
Calendar time for planning, consultancy, teaching, looking at student work		Low-Income Students	N/A								235-2M	Teacher PD	A2.1: Implementation of CCSS & NGSS
Expeditionary learning coach will provide grade-level specific models of projects that show application of complex text--we will analyze in grade level groups using EL tools to articulate complexity-language development lens too		Latino Students	N/A								235-2N	Teacher PD	A2.5: Teacher Professional Development for CCSS & NGSS

Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Expeditionary Learning coach will give tiered PD on Workshop 2.0			N/A							235-2O	Teacher PD	A2.5: Teacher Professional Development for CCSS & NGSS
Support collaborative planning by allowing time, sharing, and documentation of texts, quality lessons using the texts, and student work			N/A							235-2P	Teacher PD	A2.5: Teacher Professional Development for CCSS & NGSS
Create team learning plans for the cycles and what will happen on Wed. vs. with coach or in release time—TSAs provide support especially for new teachers			N/A							235-2Q	Teacher PD	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)

BUDGET ACTIONS & FUNDING:	IMPROVEMENT PRIORITY #3 (Climate)											
Key Practice	**School Goal Indicator**	**Targeted LCAP Student Group**	**Budget Action**	**Budget Resource**	**Object Code**	**Position Title**	**UPC**	**FTE**	**Budget Amount**	**Budget Action Number**	**Title I Schoolwide Action?**	**Associated LCAP Strategy**
Teachers will construct character learning targets for each of their Expeditions.		Low-Income Students	Contract with Expeditionary Learning for support with expeditions	General Purpose Discretionary					$30,000.00	235-3A	Targeted Approaches	A2.2: Social Emotional Learning
Teachers will contribute to a shared bank of strategies, resources, rubrics, etc. for teaching and monitoring character development.		Latino Students	N/A							235-3B	Targeted Approaches	A2.2: Social Emotional Learning
Teachers will collaboratively analyze data from student self-assessment.		Foster Youth	Hire TSA to support this work	LCFF Supplemental		TSA	C10TSA0014	1	$74,377.30	235-3C	Targeted Approaches	A2.2: Social Emotional Learning
Teachers will collaboratively articulate intervention plans for students not meeting character learning targets.		Latino Students	N/A							235-3D	Targeted Approaches	A2.2: Social Emotional Learning
Some staff will participate in Expeditionary Learning Conferences and bring back information to entire faculty		Low-Income Students	provide funds for conference attendance	General Purpose Discretionary					$5,000.00	235-3E	Teacher PD	A2.2: Social Emotional Learning
Supplies will be purchased for parent training		Low-Income Students	N/A							235-3F	Family Engagement	A2.2: Social Emotional Learning
Teachers will teach Crew										235-3G	Targeted Approaches	A2.2: Social Emotional Learning
TSA and Apoyo will develop a proposed vertical alignment structure for collecting and analyzing data.		Low-Income Students	N/A							235-3H	Targeted Approaches	A2.8: Data & Assessment

Collect a shared bank of strategies, resources, rubrics, etc. for teaching and monitoring character development.		Latino Students	N/A								235-3I	Targeted Approaches	A2.2: Social Emotional Learning
Provide time for a monthly assembly focused on character education, facilitated by different classrooms											235-3J	Targeted Approaches	A2.2: Social Emotional Learning
Junior coaches structure- reflect on what is happening on yard during recess times.		Latino Students	Hire noon supervisors to support implementation of yard expectations and common games	LCFF Supplemental						$18,397.57	235-3K		A5.1: School Culture & Climate (Safe & Supportive Schools)
Provide teachers time to plan for monthly assemblies											235-3L		

James Harris
President, Board of Education

Antwan Wilson
Secretary, Board of Education

Title 1 School Parental Involvement Policy   2014 - 2015

Melrose Leadership Academy has developed a written Title I parental involvement policy with input from Title I parents. The plan was developed during an SSC meeting. It has distributed the policy to parents of Title I students. The policy is available in the office and is distributed during registration. The policy describes the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Melrose Leadership Academy) agrees to implement the following statutory requirements:

- 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. The Annual Title I meeting occurs on the second Thursday in September yearly.

- Offer a flexible number of meetings for parents. We provide parents information during the yearly Title I meeting, at Back –to-School Night, during parent conferences, at Curriculum presentations and during SSC meetings.

- 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. This happens during SSC meetings during the year as well as during parent conferences.

- Provides parents of Title I students with timely information about Title I programs. We hold an annual Title I meeting during the second Thursday in September.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. This happens during our monthly SSC meetings, and during parent conferences.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Parents can request a conference. Additionally, parent conferences are scheduled twice per year.

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.

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

    > Melrose Leadership Academy holds curriculum nights, a Back-to-School Night and regular opportunities for parent conferences. Additionally, many parents participate in regular SST meetings.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. *This happens through Student Study Team meetings, SSC and during parent conferences.*

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. We work regularly with the parent community to establish school goals, identify school needs and community needs.

- 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 are in classes daily to support the school. We have room parents, parents involved as volunteers for extra curricular activities, supporting classrooms daily, participating in field trips as chaperones, raising funds for special activities, helping to design the gardens, and organizing special events for parents.

- 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. A parent bulletin goes out twice per month, in Spanish and English. Additionally, Robo-calls are made in Spanish and English regarding special events.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. All parent meetings are designed for all parents. Our school is a School-Wide Title I program school.
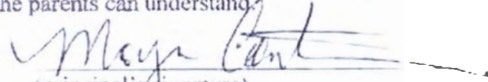
Accessibility

- 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 activities, postings, events and communication are provided 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 I, Part A Programs, as evidenced by

This policy was adopted by the Melrose Leadership Academy School Site Council on September 11, 2014 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of

participating Title 1, Part A, children on or before September 11, 2014. It will be made available to the local community on or before September 11, 2014. 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)

9/11/14
(date)

Melrose Leadership Academy   **Elementary School Compact**
School Name

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:
I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

_____
Student signature

Parent/Guardian or Family Member Pledge:
I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

_____
Parent/Guardian or Family member signature

Teacher Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

_____
Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this ___11___ day of _September_, 20 _14_ .

School Site Council Membership Roster – Elementary

School Name: Melrose Leadership Academy **School Year:** 2014-2015

Chairperson : Mayra Hernandez	Vice Chairperson: Gilberto Oliveros
Secretary: Doug Spalding	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Comm.
Mayra Hernandez				X
Gilberto Oliveros				X
Doug Spalding				X
Trevor Gardener				X
Andrea Lowe				X
Josh Jackson				X
Gabriela Casal		X		
Gabriela Reardon		X		
Hilda Bucio		X		
Robyn Hall		X		
Lubia Sanchez			X	
Moyra Contreras	X			

Meeting Schedule (day/month/time)	Second Thursday at 5:30

SSC Legal Requirements: (Ed. Code 52852)

1 Members MUST be selected/elected by peer groups;
2 There must be an equal number of school staff and parent/community/student members;
3 Majority of school staff members must be classroom teachers;
4 Parent/community members cannot be OUSD employees at the site.

1-Principal
3-Classroom Teachers
1-Other Staff
And
5-Parent /Community

(Once filled, this document can be placed on your school site's letterhead)

*Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.