

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 22, 2016

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahyoian, Chief Financial Officer  
Marcus Silvi, Officer, Office of Accountability Partners

**Re:** 2016 – 2017 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2016-2017 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 2016-2017 Single Plan for Student Achievement (SPSA) for Melrose Leadership Academy.



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

## **2016-2017 Single Plan for Student Achievement (SPSA)**

**School:** Melrose Leadership Academy  
**CDS Code:** 1612596118640  
**Principal:** Moyra Contreras  
**Date of this revision:** 6/1/2016

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

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

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

6/22/2016

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



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## 2016-2017 Single Plan for Student Achievement (SPSA)

**School:** Melrose Leadership Academy  
**CDS Code:** 1612596118640  
**Principal:** Moyra Contreras  
**Date of this revision:** 6/1/2016

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Oakland, CA 94619 moyra.contreras@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/29/2016

### OAKLAND UNIFIED SCHOOL DISTRICT

Antwan Wilson, Superintendent

James Harris, Board President

### 2016-2017 Single Plan for Student Achievement Recommendations and Assurances

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

- |  |   |                                       |
|--|---|---------------------------------------|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                     | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant |                                       |
| <input type="checkbox"/> Title I Targeted Assistance Program                       | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant                                   |                                       |

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:

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- 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.
- 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.
- 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).
- 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:** 5/19/2016

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

- Fliers in students' home languages  Announcement at a public meeting  Other (Notices, Media Announcements, etc.)

#### Signatures:

Moyra Contreras  
Print Name of School Principal

Moyra Cont  
Signature

5/19/16  
Date

Andrea Lowe

Print name of SSC Chairperson

*Andrea Lowe*  
Signature

5/19/16

Date

Sondra Aquilera

Print name of Network Superintendent

*Sondra Aquilera*  
Signature

5/26/16

Date

Ruth Alahydoian

Ruth Alahydoian, Chief Financial Officer

*Ruth Alahydoian*  
Signature

5-26-16

Date

**SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)**

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

**EXAMPLES:**

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	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
11/12/2015	SSC Forum for all Parents	Conducted a forum and community dialogue related to the strategies in our SPSA plan
2/11/2016	SSC Meeting	Reviewed the SPSA and began 2016-2017 budget process
2/8/2016	Instructional Leadership Team	Reviewed the SPSA and began 2016-2017 budget process
2/10/2016	Faculty	Reviewed the SPSA and began 2016-2017 budget process
5/19/2016	SSC Meeting	Approve the SPSA

**2016-2017 Final Budget**

**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		TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002		TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003		TBD
After School Education and Safety Program (FTE Only) ... ASES #6010		TBD
<b>TOTAL:</b>	<b>\$0.00</b>	<b>\$0.00</b>

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5/19/2016	SSC Meeting	Approve the SPSA



## 2016-2017 Final Budget

### 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 ... <b>General Purpose Base #0000</b>	\$98,811.50	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$201,975.02	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... <b>ASES #6010</b>	\$97,904.17	TBD
<b>TOTAL:</b>	<b>\$398,690.69</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$56,588.15	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,450.58	TBD
21st Century Community Learning Centers (FTE only) ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$58,038.73</b>	<b>\$0.00</b>

## MAJOR IMPROVEMENT PRIORITIES

<b>Major Improvement Priority #1:</b>	<b>Literacy</b>
<b>Major Improvement Priority #2:</b>	<b>High Quality Work</b>
<b>Major Improvement Priority #3:</b>	<b>Climate</b>

## ABOUT THIS SCHOOL

### School Description

MLA is a Dual Language, Expeditionary Learning TK-8 School. MLA strives to engage in active, challenging, meaningful, public and collaborative learning.

We employ Restorative Justice practices that allow all MLA community members to participate in the advancement of our school vision. MLA students, families, teachers and staff work together in community building and restorative circles to repair harm and build strong, healthy relationships. Through restorative justice, MLA bolsters student leadership, encourages responsibility and creates a better learning environment.

### School Mission and Vision

The vision of Melrose Leadership Academy is to partner with families and students 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.

## MAJOR IMPROVEMENT PRIORITY #1: Literacy

### PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
Achievement gap between EOs and ELs narrows over course of time at MLA. By 4th grade it is narrowed significantly as measured by EDL.	Interrupting the achievement gap between EOs and ELs sooner than 4th grade. The gap is already established as they come in, due to class differences, but we'd like to see this shrink way before 4th grade.
	7th and 8th show an increase in red areas on SRI from fall to mid year. Percentage of students from far below went from 69.4% in the fall to 71.7% in the winter.

English only students went from 34.4% at or above grade level in fall to 43% in winter; an improvement of 9%.	Schoolwide, in the fall, EL students went from 7.2% at or above grade level to 6.1% at or above in the winter. The English only students went from 34.4% at or above in fall to 43% at or above in winter. English only students improved by 9% while English learners stayed about the same.
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**ROOT CAUSE ANALYSIS for Priority #1**

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

Teachers did not prioritize preparing students to do their best work on the SRI. The administration was done during the week of Expeditions. This time was not ideal since students and teachers were focused on Expo, not on SRI administration. All 7th/8th grade teachers were new to MLA. We had 2 vacancies in 7th and 8th grade classrooms. Teachers have had a difficult time creating positive classroom environments. Although the culture in 7th grade has improved in 7th grade, it continues to be very challenging in 8th grade.

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

We need to begin the year fully staffed with qualified teachers; for middle school, have middle school experience. We noticed that these students are coming in with uneven oral language and literacy experiences. Some students need more opportunities to develop schema and cultural capital, resulting in lower achievement in reading.

**STUDENT PERFORMANCE GOAL(S) for Priority #1**

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	All MLA non- newcomer students will be proficient readers of grade-level texts, as measured by SRI/EDL/DRA benchmarks.	SRI	All Students	n/a	42%	50%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	For elementary school, students will either be at or above grade level OR make 1.5 years of growth in a year.	DRA	English Learners	n/a	65%	80%	3: Students are reading at or above grade level.
Academic	For elementary school ELs 65% will move into Meeting and Exceeding.	EDL	English Learners	n/a	48%	65%	3: Students are reading at or above grade level.
Academic	For elementary school, EL 1s and 2s will move into Meeting and Exceeding.	EDL	English Learners 1s & 2s	n/a	20%	35%	4: English learners are reaching English fluency.



Academic	For middle school, students will either be at or above grade level OR make 100 points growth in a year as measured by SRI	SRI	English Learners	50%	65%	80%	4: English learners are reaching English fluency.
Academic	All grade levels will integrate building background and field work experiences beyond the classroom.	SRI	English Learners	n/a	50%	90%	4: English learners are reaching English fluency.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

**Major Improvement Strategy for this priority:** *We are implementing Guided Reading and literature circles in order to meet diverse literacy needs.*

### KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
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
Teachers will provide English Language Learners with daily designated ELD instruction		Provide refreshments for parent trainings and meetings
Teachers will identify students to receive additional support through our after school program		Provide required materials and supplies for all classrooms
Newcomer students will be prioritized for participation in our after school program.		Provide PLC time for teachers during school day by using prep/electives/recess time

**MAJOR IMPROVEMENT PRIORITY #2:**

<b>PERFORMANCE STRENGTHS &amp; CHALLENGES for Priority #2</b>	
<b>Student Performance Strengths</b>	<b>Student Performance Challenges</b>
When students are engaged in Expeditions which require intense, focused, integrated work, students produce more, high quality work.	When work has no clear purpose or audience, students tend to engage in a superficial way or not engage at all (in middle school).
8th grade portfolio process which includes comprehensive work, a clear rubric describing standards for completion, an authentic audience which includes family and community and a 30 minute presentation engages even the most unengaged students.	We started the year with vacancies in our middle school classrooms and eventually filled the positions after school began with teachers unfamiliar with Expeditionary Learning.
When students engage in Expeditions, including integrated, in-depth study of real questions, culminating in student presentations presented to family and community at the end of each semester, the quality of student work is high.	Starting with vacancies made it difficult for the new teachers to develop relationships with our most vulnerable middle school students.

**ROOT CAUSE ANALYSIS for Priority #2**

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

This year we developed and used more Expeditions in classrooms. These Expeditions have been documented and are available to new staff. This was true in our Dual Language program, grades TK-6. We had all new teachers in grades 7-8 and the teachers in these grades did not implement Expeditions. We need to continue to invest time and money to create and refine Expeditions, including the creation of rubrics and exemplars. We need to ensure that our teaching staff is trained in Expeditionary Learning strategies and has built in time to create and refine Expeditions. We also need to provide more support to new teachers throughout the year.

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

\* Starting the year with vacancies, having all new teachers in grades 7-8.

**STUDENT PERFORMANCE GOAL(S) for Priority #2**

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	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, as measured by SBAC ELA performance.	SBAC ELA	All Students	19.8%	25%	30%	2: Students are proficient in state academic standards.

**MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2**

**Major Improvement Strategy for this priority:** *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.*

**KEY PRACTICES FOR PRIORITY #2**

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Backwards plan projects with scaffolds to support all students' application of content knowledge gleaned from text, with special attention to language acquisition for EL students.	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 including foster youth and homeless students to engage in discussions about complex text.	Establish and give time for peer consultancy protocols for Expedition plans. (Connections to English)	Create team learning plans for the cycles and what will happen on Wed. vs. with coach or in release time.
Select appropriate complex texts for grade/content/target language and analyze the content and language demands of those texts	Establish and give time for collaborative analysis of student writing in English and Spanish. (SIRA, HWT)	Place Newcomer students in multi-age Science/ELA/Math class.
Analyze student work products to inform future instruction, with special attention paid to language acquisition needs.	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	Intake of Newcomer students process including assessment of life experiences, Literacy and Math.
Explain how a complex text was used within an expedition.	Calendar time for planning, consultancy, teaching, looking at student work	
Some staff will attend Expeditionary Learning Conferences and bring information back to entire faculty	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	
Teachers will receive coaching from Expeditionary Learning to articulate connection between Spanish/Science Expeditions and English Instruction.	Expeditionary Learning coach will give tiered PD on Workshop 2.0	
Students will engage in field work related to their expeditions	Release teachers to administer EDL and DRA exams.	
	Release teachers to analyze reading data and plan instruction.	

**MAJOR IMPROVEMENT PRIORITY #3: Climate**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	Student Performance Challenges
There has been a decrease in office referrals and suspension rates; we have a suspension rate of .2. Our referral rate is currently 8.3%. This is a decrease from last year.	7th and 8th grade climate shows least engagement and highest incidence of conflicts.
Take a Break system in place in 75% of classrooms.	Office referrals are predominantly from new 7th and 8th grade middle school teachers.
Peacemaking circles are being requested by students to deescalate conflicts.	

Reduced amount of conflicts on yard during recesses.	
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**ROOT CAUSE ANALYSIS for Priority #3**

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

External supports and new classroom systems (Peacemaking, Take a Break) seem to be having a positive effect on school climate; resulting in decreased office referrals and increase student engagement in reducing conflicts and resolving them through dialogue. We were not able to provide stable environment at the beginning of the year. (2 vacancies at the beginning of the year, teachers were new to the community and had a hard time establishing trust with students.

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

At the time of last years hiring season, there were no viable candiates. One teacher went on maternity leave, one left the district and two went to other schools.

**STUDENT PERFORMANCE GOAL(S) for Priority #3**

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	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.	Culture/ Climate: Student	All Students	n/a	80%	90%	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	All Expeditions will include character targets.	SEL	All Students	n/a	80%	100%	5: Students are engaged in school everyday.
Climate & Culture	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)	Culture/ Climate: Student	All Students	n/a	80%	100%	5: Students are engaged in school everyday.

**MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3**

**Major Improvement Strategy for this priority:** *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.*

<b>KEY PRACTICES FOR PRIORITY #3</b>		
<b>Teaching Practices</b>	<b>Leadership Practices</b>	<b>Organizational Practices</b> <i>People   Teams   Time   Resources</i>
Teachers will construct character learning targets for each of their Expeditions.	Apoyo team monitors climate data on a monthly basis. (Peacemaking, Aprecios, Take a Break)	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.	
Teachers will collaboratively analyze data from student self-assessment.	Provide time for a monthly assembly focused on building community, facilitated by classrooms or students.	
Teachers will collaboratively articulate intervention plans for students not meeting character learning targets including foster youth and homeless youth.	Provide PD time for teachers to develop character targets and process of student self reflection in the context of Expeditions (Expo).	
Some staff will participate in Expeditionary Learning Conferences and bring back information to entire faculty	Provide teachers time to plan for cross age collaborations.	
Supplies will be purchased for parent training	Develop and implement a representative student council structure through Crews.	
Teachers will teach Crew		New TK/K families, along with other new students and their families, will be invited to a welcome event in June to help students transition into the school.
Teachers will collaborate weekly to develop plans for struggling students, including homeless and foster youth.		



Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$97,904.17	After School Education & Safety (ASES)	Contract with Support provider to provide after school program	Struggling students in grades 2-8 will have the opportunity to participate in our after school program	A1.6: After School Programs	5825	n/a	n/a	n/a	235-1	235
\$21,000.00	General Purpose Discretionary	Funds for field work related to Expeditions	Students will engage in field work related to their expeditions	A2.1: Implementation of CCSS & NGSS	5826	n/a	n/a	n/a	235-2	235
\$5,000.00	General Purpose Discretionary	Copier maintenance for creating materials for classroom use	Provide required materials and supplies for all classrooms	A2.3: Standards-Aligned Learning Materials	5610	n/a	n/a	n/a	235-3	235
\$38,000.00	General Purpose Discretionary	Contract with EL Education for PD, coaching and curriculum development support	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	A2.5: Teacher Professional Development for CCSS & NGSS	5825	n/a	n/a	n/a	235-4	235
\$15,000.00	General Purpose Discretionary	Conference expenses for teachers and staff	Provide teachers opportunities to attend conferences	A2.5: Teacher Professional Development for CCSS & NGSS	5220	n/a	n/a	n/a	235-5	235
\$9,000.00	General Purpose Discretionary	Provide extra pay for teachers to develop curriculum and collaboration	Teachers will participate in collaborative data analysis in grade spans.	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	235-6	235
\$10,000.00	General Purpose Discretionary	Purchase books for Expedition curriculum	Provide required materials and supplies for all classrooms	A2.1: Implementation of CCSS & NGSS	4200	n/a	n/a	n/a	235-7	235
\$811.50	General Purpose Discretionary	Purchase materials for classroom instruction	Provide required materials and supplies for all classrooms	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	235-8	235
\$42,842.58	LCFF Supplemental	TSA to support literacy and Expeditions	Teachers will receive coaching from Expeditionary Learning to articulate connection between Spanish/Science Expeditions and English Instruction.	A3.4: Teacher Professional Development focused on Literacy	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	0.5	235-9	235
\$9,996.21	LCFF Supplemental	Supervision of students	Apoyo team monitors climate data on a monthly basis. (Peacemaking, Aprecios, Take a Break)	A2.2: Social Emotional Learning	n/a	NOON SUPERVISOR	NOONSV0145	0.2	235-10	235
\$6,052.73	LCFF Supplemental	Supervision of students	Apoyo team monitors climate data on a monthly basis. (Peacemaking, Aprecios, Take a Break)	A2.2: Social Emotional Learning	n/a	NOON SUPERVISOR	NOONSV0096	0.2	235-11	235
\$48,848.30	LCFF Supplemental	Provide release time for teachers to collaborate, give assessments and analyze assessments	Teachers will participate in collaborative data analysis in grade spans.	A2.10: Extended Time for Teachers	n/a	TEACHER STIP	TCSTIP9999	1	235-12	235
\$50,000.00	LCFF Supplemental	Provide a Restorative Justice Coordinator	Apoyo team monitors climate data on a monthly basis. (Peacemaking, Aprecios, Take a Break)	A2.2: Social Emotional Learning	5736	n/a	n/a	n/a	235-13	235
\$17,094.00	LCFF Supplemental	Teacher stipends for collaboration	Teachers will plan in response to collaborative analysis in grade level teams.	A2.10: Extended Time for Teachers	1122	n/a	n/a	n/a	235-14	235
\$12,820.00	LCFF Supplemental	Substitutes for teacher release	Teachers will participate in collaborative data analysis in grade spans.	A2.10: Extended Time for Teachers	1150	n/a	n/a	n/a	235-15	235
\$14,321.20	LCFF Supplemental	Purchase materilas for classroom use	Provide required materials and supplies for all classrooms	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	235-16	235
\$21,000.00	Measure G (School Libraries)	Purchase books for the library	Provide leveled books and book sets for guided reading and literature circles to match the reading needs of the students.	A2.3: Standards-Aligned Learning Materials	4200	n/a	n/a	n/a	235-17	235
\$31,751.40	Measure G (TGDS)	Substitutes for teacher release to engage in TGDS process	Support collaborative planning by allowing time, sharing, and documentation of texts, quality lessons using the texts, and student work	A2.6: Teacher Evaluation	n/a	TEACHER STIP	TCSTIP9999	0.65	235-18	235
\$878.60	Measure G (TGDS)	Surplus to be allocated in Fall 2016.	n/a	n/a	4399	n/a	n/a	n/a	235-19	235
\$17,096.91	Program Investment	Substitutes for teachers to engage in Redesign work	Analyze student work products to inform future instruction, with special attention paid to language acquisition needs.	A2.10: Extended Time for Teachers	n/a	TEACHER STIP	TCSTIP9999	0.35	235-20	235
\$20,000.00	Program Investment	Contract with support provider to provide acceleration support for struggling students during after school program	Teachers will identify students to receive additional support through our after school program	A1.6: After School Programs	5825	n/a	n/a	n/a	235-21	235
\$5,000.00	Program Investment	Stipends for teachers for collaboration and curriculum development	Establish and give time for peer consultancy protocols for Expedition plans. (Connections to English)	A2.5: Teacher Professional Development for CCSS & NGSS	1120	n/a	n/a	n/a	235-22	235
\$4,710.59	Program Investment	Purchase materials for classroom instruction	Provide required materials and supplies for all classrooms	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	235-23	235

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$50,614.47	Title I Basic	TSA to support literacy instruction	Provide differentiated PD focused on implementation of Guided Reading/Literature Circles. Classroom observations and feedback by ILT, TSA and administrators. Coordination of peer observations	A3.4: Teacher Professional Development focused on Literacy	n/a	10 MONTH CLASSROOM TSA	C10TSA0014	0.5	235-24	235
\$5,973.68	Title I Basic	Materials to support math and literacy instruction	Provide required materials and supplies for all classrooms	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	235-25	235
\$1,450.58	Title I Parent Participation	Surplus to be allocated in Fall 2016.	n/a	n/a	4399	n/a	n/a	n/a	235-26	235



## School Site Council Membership Roster - Middle School

School Name: Melrose Leadership Academy

School Year: 2015-2016

<b>Chairperson :</b> Andrea Lowe	<b>Vice Chairperson:</b> Mayra Hernandez
<b>Secretary:</b> Ali Medina	<b>LCAP Parent Advisory Nominee:</b> Gilberto Oliveros
<b>LCAP EL Parent Advisory Nominee:</b> Gilberto Oliveros	<b>LCAP Student Nominee:</b>

Place "X" in Appropriate Members Column

Members' Names	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Gilberto Oliveros				X
Andrea Lowe				X
Mayra Hernandez				X
Jennifer Afdahl-Rice				X
Ali Medina				X
Maria Guadalupe Jimenez				X
Moyra Contreras	X			
Timothy Lee		X		
Bryson Brown		X		
Gabriela Casal		X		
Amara Schoenberg		X		
Lubia Sanchez			X	

<b>Meeting Schedule</b> (day/month/time)	Second Thursday at 5:30 pm in the school cafeteria
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**SSC Legal Requirements:**

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. Students are not required to be members of the Middle School SSC
5. Parent/community members cannot be OUSD employees at the site.

1-Principal  
4-Classroom Teachers  
1-Other Staff

6-Parent /Community  
Or  
3-Parent/Community  
And 3-Students

\*Please submit nominees' contact information to [raquel.jimenez@ousd.org](mailto:raquel.jimenez@ousd.org) for participation in district elections.

Revised 9/2/2015

# Title I School Parental Involvement Policy 2015 - 2016

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 back to School Night. 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, SS, parent trainings 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.

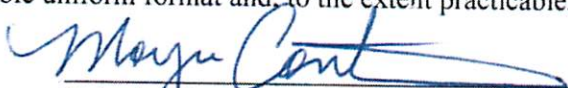
### **Accessibility**


- 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 the minutes and agenda of the September 10, 2015 Title I meeting.

This policy was adopted by the Melrose Leadership Academy School Site Council on September 10, 2015 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A, children on or before September 10, 2015. It will be made available to the local community on or before September 10, 2015. 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)

  
\_\_\_\_\_  
(Date)

# Melrose Leadership Academy Home-School-Community Pledge

## MLA School 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 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
- nurture limitless imagination and creativity
- build confidence and integrity
- maintain open communication regarding community events, school and classroom needs and school policies
- make classroom decisions based on the needs of children and take time to find out what the needs are
- create a collective, collaborative environment
- 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

## Family Pledge

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 two 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

## Student Pledge

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 to 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**

**Teacher**

**Family Representatives**

**Student**