

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

June 28, 2017

**To:** Board of Education

**From:** Dr. Devin Dillon, Interim Superintendent  
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness  
Vernon Hal, Senior Business Officer  
Marcus Silvi, Coordinator, Office of Accountability Partners

**Re:** 2017 – 2018 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2017-2018 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 2017-2018 Single Plan for Student Achievement (SPSA) for Melrose Leadership Academy.



# OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

## 2017-2018 Single Plan for Student Achievement (SPSA)

**School:** Melrose Leadership Academy  
**CDS Code:** 1612596118640  
**Principal:** Moyra Contreras  
**Date of this revision:** 6/5/2017

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 Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

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

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

*The District Governing Board approved this revision of the SPSA on: 6/28/2017*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Devin Dillon, Interim Superintendent**  
**James Harris, Board President**

**2017-2018 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                                   | <input type="checkbox"/> School Improvement Grant (SIG) |

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: 5/11/17

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

- Flyers in students' home languages
  Announcement at a public meeting
  Other (notices, media announcements, etc.)
- Bulletin Board, School Calendar, School Newsletter, Madris*

**Signatures:**

Moyra Contreras *Moyra Contreras* Signature

5/12/17 Date

Andrea Lowe *Andrea Lowe* Signature

5/12/17 Date

Sara Stone *Sara Stone MHS* Signature

5/12/17 Date

Marcus Silvi *Marcus Silvi* Signature

6/6/17 Date



## 2017-2018 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 Discretionary #0000</b>	\$102,064.45	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$238,563.31	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$0.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$106,678.24	TBD
<b>TOTAL:</b>	<b>\$447,306.00</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$42,001.36	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,295.38	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$43,296.74</b>	<b>\$0.00</b>

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## PART A: ABOUT THE SCHOOL

### School Description

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

When MLA middle school had to relocate in 2007 due to lack of physical space, we moved to the Sherman campus and began working with the community to create a dual language K-8 school, enrolling our first cohort of dual language Kindergarteners in 2009. Since then we have added one grade level every year while simultaneously running a high needs middle school. We ran out of space again and moved to the Maxwell Park campus in 2012. The school has gone from an enrollment of 186 middle school students to over 500 students in 2016-17.

Our principal is the founding principal of Melrose Leadership Academy. Prior to founding MLA, she served as the principal of Melrose Elementary School. Our teaching staff has an average of 9 years of teaching experience; 6 of them worked at Melrose Elementary School prior to the creation of MLA. Our teaching staff consists of 48% Latino/a, 32% Anglo, 12% Asian, and 8% other.

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

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

### School Mission and Vision

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

Our work together is guided by our 3 school-wide agreements and the MLA Habits of Heart and Mind.

The MLA Agreements are:

We are kind and create safe spaces

We teach and learn

We are responsible for ourselves and our community

Our Habits of Heart and Mind are:

Organization and Preparation

Respect, compassion and Kindness

Cooperation and Collaboration

Leadership and Service

Curiosity and Joy of Learning

Persistence

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

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

MLA Graduate Profile

The MLA graduate is...

Globally and Locally conscious

Uses their voice to improve community

Sees him/herself as having agency in school and community

service and compassion

empathy and caring / respect, compassion and kindness

leadership and service

reflection

sense of responsibility to transform

Socially and environmentally

Bilingual, Biliterate and Culturally Competent

Fully bilingual, biliterate, multicultural, and developing a third language (Mandarin)

Culturally competent

On track to earn the seal of biliteracy (has passed the Spanish AP test)

diversity and inclusion

Academically Proficient

## PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

### LANGUAGE & LITERACY PRIORITY: Rigorous Academics (High Quality Work and Mastery of Content)

#### SCHOOL GOAL for Rigorous Academics (High Quality Work and Mastery of Content):

Develop and implement a rigorous, interdisciplinary Expeditionary Learning curriculum that places an emphasis on social justice and real world application.

By 2020:

- 1) All grades will have year-long, cross-disciplinary, social justice focused, standards-based expeditions with one end of year expo product that requires application and analysis (increased product complexity). January expos for all students will focus on student curation of the learning process. Teachers will have fully documented their expeditions (texts, worksheets, note-takers, rubrics) , and including the EL Expedition Overview and the Expedition Graphic Organizer Planner.
- 2) We will reduce the gap in Spanish literacy school-wide by 50% (from 26% to 13% at below benchmark, as measured by the EDL) between students whose parents have some college compared to those with no high school education. In English, we will reduce the gap in English in grades 6th-8th by 50% (from 55% to 26% at below benchmark, as measured by the SRI) between students whose parents have some college compared to those with no high school education.
- 3) 50% of students in 6th-8th grades will meet or exceed expectations of proficiency, as measured by the SBAC.

#### SCHOOL TARGETS for Rigorous Academics (High Quality Work and Mastery of Content):

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Gap between Spanish and English reading levels	All Students	n/a	TBD	-5.00%

#### Other Leading Indicators for Rigorous Academics (High Quality Work and Mastery of Content):

#### NEEDS ASSESSMENT for Rigorous Academics (High Quality Work and Mastery of Content):

STRENGTHS	CHALLENGES
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- Strong growth in SRI for all elementary students
- Strong growth in SBAC Math for elementary ELLs
- Strong reclassification status and growth for all students
- Significant growth in high-school readiness of eighth grade students

Prioritizing rigorous academic emerged from MLA's analysis of data. Initially, examination of School Performance Framework metrics (currently, 2 in Achievement and 3 in Growth) led to a heightened focus on this objective. We also examined EDL and SRI data and saw an achievement gap of 26% between students from families with a college education and those who did not complete high school. This data pointed to the need for MLA to put more resources into academic achievement.

We have identified three challenges that we would like to address:

1) An achievement gap in literacy measures in English and Spanish, between children whose parents have college experiences and children whose parents did not finish high school.

- 36% (14/39) of students whose parents who have no high school are meeting or exceeding grade level EDL benchmarks. (K-6th September 2016 data)
- 62% (89/143) of students whose parents have some college are meeting or exceeding grade level EDL benchmarks. (K-6th September 2016 data)
- 12.5% (6/48) of students whose parents have no high school are meeting or exceeding grade level SRI benchmarks. 64.6% of students in this same subgroup are scoring two or more years below benchmark. (3rd-8th grade September 2016 data)
- 71% (49/69) of students whose parents have some college are meeting or exceeding grade level SRI benchmarks. 18.8% of students in this same subgroup are scoring two or more years below benchmark. (3rd-8th grade September 2016 data)

2) Consistent underachievement in math for all subgroups.

We notice an 11% achievement gap in proficiency between students from families with a college education and those who did not complete high school, but are currently focused on improving the quality of our math program for all students.

- 22.18% of students whose parents have no HS are meeting or exceeding grade level SMI benchmarks. (3rd-8th grade September 2016 data)
- 30.91% of students whose parents have some college are meeting or exceeding grade-level SMI benchmarks. (3rd-8th grade September 2016 data)
- 8.5% of 6th - 8th grade students are meeting proficiency expectations on the math SBAC.

3) Inconsistent opportunities for critical thinking and application of concepts and skills in novel, real world situations.

In an ILT analysis of TK-8 expedition final products from January 2017, we observed that while culminating student work consistently meet Expeditionary Learning criteria for Craftsmanship, work meeting criteria for Authenticity and Complexity varied significantly from grade to grade, and

**ROOT CAUSE ANALYSIS**

There is an achievement gap in literacy measures in English and Spanish as well as in math between children whose parents have college experiences and children whose parents did not finish high school.

There are inconsistent opportunities for critical thinking and application of concepts and skills in novel, real world situations.

**MATHEMATICS PRIORITY: Educator Development**

**SCHOOL GOAL for Educator Development:**

Deliver personalized professional development pathways that cultivate and retain top teaching talent and prepare them for success in a Dual Language, Expeditionary Learning program.

In 3 years, all teachers will participate in professional learning as guided by their personalized learning plans and the teacher development continuum. Veteran teachers will participate in leadership roles, as determined by their strengths and interests.

In 2 years, teacher volunteers will participate in a personalized learning plan pilot, and the teacher development continuum will be refined.

In 1 year, all BTSA, intern, and emergency credentialed teachers will be matched with on-site mentors. Two interns from the DTE program at U.C. Berkeley will participate in a pilot pipeline program at MLA. A draft teacher development continuum will be produced by the Design Team.

**SCHOOL TARGETS for Educator Development:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Percent of BTSA, intern, and emergency credentialed teachers matched with mentors	All Teachers	n/a	TBD	100.00%

**Other Leading Indicators for Educator Development:**

**NEEDS ASSESSMENT for Educator Development:**

STRENGTHS	CHALLENGES
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<ul style="list-style-type: none"> <li>- Strong staff CHKS responses among all teachers</li> <li>- Existing PD programs in place</li> </ul>	<p>The work of a teacher is complex and challenging. This is especially true in the context of Melrose Leadership Academy, a TK-8, Dual Language, EL Education school. Teachers must understand language acquisition, develop standards-based curriculum, and work with diverse population of students. Teacher turn-over and transfer of teachers from schools with different programs require us to focus on on-going, differentiated teacher support and development.</p> <p>Rigorous, standards-aligned, community-engaged expedition development: As a school that has had a relationship with EL Education for over a decade, we have a vision of a rigorous, creative student learning experience where students are engaging with our community as learners, in service, and as change agents. We have yet to realize this vision to scale.</p>
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### ROOT CAUSE ANALYSIS

Currently there are no dual immersion teacher preparation programs in the Bay Area. As a result, the majority of our teachers are coming from bilingual training programs, CLAD programs and/or prior teaching placements. Teachers new to MLA are almost always acculturating to working with new student populations, and to working in a language model where approximately half of the students are learning the language of instruction at any given moment.

Our program has attracted an extremely diverse student population, (69% Latino, 12% White, 10.5% African American, 8% Asian, Multi-ethnic and other) which brings a broad spectrum of learning needs across the curriculum. Many teachers express a need for additional training and support in meeting these different needs through differentiation, scaffolding, and personalized learning plans.

There is a need for differentiation for diverse populations in a dual immersion program.

Rigorous, standards-aligned, community-engaged expedition development  
 Approximately 50% of our teachers need additional training and support in creating standards-aligned learning expeditions.  
 Most teachers, particularly those new to the school, need support in making connections with community members and organizations that can act as field hosts, content experts, and partners.

Although we have several grade levels where high-quality expeditions have been developed, our first years as a dual immersion program have been characterized by a significant lack of articulation in our content and language programs.

While teacher creativity and ownership are at the core of our curriculum development, steady turnover and inconsistent archiving have contributed to discontinuities in our program.

We need to invest in supporting teachers with coaching, professional development and providing collaboration time for teachers to work together to develop curriculum, support each other with implementation and reflect on effectiveness to refine practice. We also need to provide support for new teachers and teachers new to EL Education (formerly Expeditionary Learning) practices.

**CULTURE & CLIMATE PRIORITY: Culture and Climate (Character)**

**SCHOOL GOAL for Culture and Climate (Character):**

Establish schoolwide systems of student-held academic accountability (proficiency-based grading) and goal cycles focused on agency and responsibility of all students.

In 3 years, all students will consistently gather, reflect on, and share work showing mastery of academic and character learning targets.

In 2 years, all grades 4-8 students will monitor their progress towards proficiency on long term content, language, and character learning targets, and engage in goal cycles related to personal areas of growth.

In 1 year, all teachers will have quality (as measured EL rubric) long term content and language arts and character learning targets for their expeditions. All teachers will engage students in evidence-based reflection on learning targets.

**SCHOOL TARGETS for Culture and Climate (Character):**

<b>Indicator:</b>	<b>Student Group:</b>	<b>15-16 Baseline:</b>	<b>16-17 Target:</b>	<b>17-18 Target:</b>
Percent of teachers using quality learning targets for expeditions, as measured by EL rubric	All Teachers	n/a	n/a	100.00%

**Other Leading Indicators for Culture and Climate (Character):**

**NEEDS ASSESSMENT for Culture and Climate (Character):**

<b>STRENGTHS</b>	<b>CHALLENGES</b>
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<p>Strong CHKS responses by students, staff, and families</p>	<p>Although our SPF indicators were high in Culture and Climate (4 in Culture and Climate Status and 5 in Culture and Climate Growth). Most students and families rely on teachers to be evaluators and holders of students' learning. We believe that focusing on building student engagement and agency will lead to stronger academic outcomes and the development of habits that will contribute to success in many aspects of life.</p> <p>Teacher-held systems for assessment of student work</p> <ul style="list-style-type: none"> <li>- Currently the 6th grade is the only cohort piloting a learning targets-based progress tracking system that is held by students. Marking period grades are determined based on evidence of proficiency on the identified learning targets.</li> <li>- While students collect examples of their work in different disciplines beginning in the 4th grade, they are not engaged in learning-target aligned self-evaluation.</li> </ul> <p>TK-5th grade teachers lead conferences with parents and students. While middle schoolers lead their own conferences, there is inconsistency in how substantive their analysis of progress and growth is.</p> <p>Inconsistent systems for reflection and growth monitoring of habits of heart and mind</p> <ul style="list-style-type: none"> <li>- While over 50% of teachers regularly post character learning targets, and report that students are engaged in reflection on how they are meeting these learning targets, only students in 4th and 5th grade are monitoring their progress through time.</li> <li>- Only 6th graders are engaged in weekly goal cycles related to the habits of heart and mind as part of their crew experiences.</li> </ul>
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**ROOT CAUSE ANALYSIS**

There are inconsistent systems for reflection and growth monitoring of habits of heart and mind

**PART C: THEORY OF ACTION**

<p><b>SCHOOL THEORY OF ACTION for Rigorous Academics (High Quality Work and Mastery of Content):</b></p>	<p>We believe that the combination of will, skill, and capacity will lead to improved academic outcomes for our students. Well-designed expeditions can live at the intersection of this triangle, and since we have invested in this “seed,” we can to see it through to fruition. We will maximize student and teacher engagement or will by continuing to build our curriculum within the EL Education framework, but with somewhat different parameters than we have identified through our first iterations, such integration of different content, and building out to just one extended expedition per year. We believe that we can improve our capacity by leveraging the work that our teachers have done towards creating engaging curriculum so far, and by narrowing the scope of work as we move forward. In particular, this objective will require a focus on common core- and NGSS-alignment in terms of learning targets and assessment, and a ramping up of the complexity and higher-order thinking requirements of anchor tasks. We believe expeditions that are engaging and rigorous can both motivate students and contextualize learning of literacy and math skills.</p>
<p><b>SCHOOL THEORY OF ACTION for Educator Development:</b></p>	<p>As we indicated above, it is difficult to come to MLA with the array of knowledge and skills that are necessary for success in the dual immersion, Expeditionary Learning classroom. We believe that creating a professional development plan with differentiated learning pathways for teachers is a necessary investment in order to improve the effectiveness of our teachers and continue to build the programmatic infrastructure that will support alignment and rigor of program. In addition, we see the growth and leadership pathways for more experienced teachers as a way to both support their continued development and leverage their expertise in different arenas, such as framework development, coaching and mentorship, data analysis, etc.</p>
<p><b>SCHOOL THEORY OF ACTION for Culture and Climate (Character):</b></p>	<p>In the same way that we have achieved significant success in more traditional climate measures by aligning our message and creating schoolwide practices, we believe that a focus on schoolwide practices that support student academic agency and responsibility will lead to stronger academic culture outcomes. We understand data-based reflection and goal setting to be foundational practices for increasing individual agency, and thus, shifting responsibility from teacher to student, and we want to foreground the MLA habits of heart and mind as character traits that lead to success. At the same time, this objective will require many teachers to take a critical stance with their own learning about standards, curricular coherence and the role of learning targets in student self-monitoring.</p>

**PART D: 17-18 STRATEGIES & KEY PRACTICES**

**Improvement Strategies for Priority #1: Rigorous Academics (High Quality Work and Mastery of Content)**

#	Improvement Strategy	Implementation Practices (Teaching, Leadership & Organizational Practices)
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1-1	<p>Decrease the achievement gap in reading and math in both English and Spanish by improving the rigor, craftsmanship and authenticity of students' expedition products and learning experiences.</p>	<p>Integrate disciplines and learning in different languages in year-long expeditions to support all students, including English learners.</p> <p>Ensure that expeditions are developed around high quality, grade-level standards-aligned learning targets.</p> <p>Build interdisciplinary grade level expeditions that are grounded in service and the application of new learning in novel and real world contexts. Students will not just explain what they have learned but will be expected to use their new knowledge and skills to educate others and improve our communities.</p> <p>Use expedition documentation to develop a language acquisition development continuum for English and Spanish.</p> <p>Ensure that students are engaged in reading grade-level texts with scaffolding, when necessary, with the expeditions.</p> <p>In year 1, 6-8 teachers will develop draft year-long cross-disciplinary social justice focused, standards-based expeditions with one end of year expo product that requires application and analysis (increased product complexity). Teachers will document in EL Expedition Overview, the Expedition Graphic Organizer Planner, and case study learning target trackers.</p> <p>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.</p> <p>Analyze student work products to inform future instruction, with special attention paid to language acquisition needs.</p> <p>Teachers will identify students to receive additional support through our after school program.</p>
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1-2	<p>MLA will develop a new personalized learning math program to better address the needs of our students, and align it with key elements of the rest of our instructional program.</p>	<p>Extend math instruction in Spanish through middle school. In its full iteration, math at MLA will provide opportunities to integrate mathematical analysis and problem solving in learning expeditions; build students' articulation of mathematical thinking in both Spanish and English; and leverage blended learning opportunities to provide highly differentiated instruction.</p> <p>Increase the minutes allocation for math in grades 6-8, to provide additional time for language and literacy development within the subject.</p> <p>Integrate additional curricular resources, such as Engage NY, SVMi/MARS, and University of Nottingham/Jo Boaler, and instructional applications, including ST Math, Front Row Math, and Khan Academy.</p> <p>Courses will be team-taught, and collaboratively designed as differentiated spirals based on daily formative assessment analysis.</p> <p>Release teachers to analyze reading data and plan instruction.</p>
1-3		<p>Increase the amount of disciplinary reading and the complexity of texts and reading tasks within the expedition.</p> <p>Contextualize reading tasks in broader learning sequences (case studies).</p> <p>Make curricular connections between reading tasks and written language production, particularly argumentation.</p> <p>Consistently provide differentiated reading instruction within the classroom.</p> <p>Support collaborative planning by allowing time, sharing, and documentation of texts, quality lessons using the texts, and student work.</p> <p>Weekly common preps for grade-level teachers, for coordinating instruction.</p>
1-4	<p>Refine our balanced literacy/reading program through PLCs, with a particular focus on structures and strategies for grappling with complex texts.</p>	<p>Draft language (including writing) development practices plan TK-8, initially at a faculty retreat in March, and building on this year's teacher inquiry.</p> <p>Use the PLCs to engage in weekly data tracking and differentiated instruction planning.</p> <p>Create team learning plans for the cycles and what will happen on Wednesday vs. with coach or in release time.</p>
1-5	<p>Consider the unique needs of Newcomer students and families when placing them in classes and integrating them into the MLA community.</p>	<p>Place Newcomer students in multi-age Science/ELA/Math class.</p> <p>Intake of Newcomer students process including assessment of life experiences, Literacy and Math.</p>



1-6	<p>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.</p>	<p>Design appropriate scaffolds and protocols to support all students including foster youth and homeless students to engage in discussions about complex text.</p> <p>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 tool.</p> <p>Students will engage in field work related to their expeditions.</p> <p>Select appropriate complex texts for grade/content/target language and analyze the content and language demands of those texts.</p> <p>Hold curriculum development institutes (week-long) in June and in August to map out expeditions' long-term learning targets, case studies, and field work/service opportunities.</p>
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1-7	Continue to implement Guided Reading and literature circles in order to meet diverse literacy needs.	<p>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.</p> <p>Teachers will plan relevant and meaningful independent literacy learning experiences for students to engage in while the teacher is leading small group instruction.</p> <p>Teachers will support students in reflecting on development of independent reading stamina.</p> <p>Grade level teams will participate in collaborative data analysis in grade spans and plan in response to these data.</p> <p>TK/K/1 teachers will provide explicit and systematic phonemic awareness and phonics instructions for students who need it, a literacy workshop for families of struggling readers, and regular parent conferences with parents of students needing intervention.</p> <p>Teachers will provide opportunities for all students to read challenging texts; including GATE students as well as struggling students.</p> <p>All teachers K-6 will implement RAZ kids for in-class, after school and home individualized reading.</p> <p>Teachers will provide English Language Learners with daily designated ELD instruction.</p> <p>Teachers will identify students to receive additional support through our after school program.</p> <p>Newcomer students will be prioritized for participation in our after school program.</p> <p>Provide chromebooks for Raz Kids program.</p>
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**Improvement Strategies for Priority #2: Educator Development**

#	Improvement Strategy	Implementation Practices (Teaching, Leadership & Organizational Practices)
2-1	Grow and retain excellent dual-immersion expeditionary learning teachers.	Provide in-service training, collaborative inquiry, and mentorship.
2-2	Reorganize professional development.	Develop collaborative inquiry includes cycles of lesson of study as a new core practice: 4-6 week PLC blocks built around inquiry cycles in a particular discipline.

2-3	Develop new teacher retention strategies.	<p>Hire site-based coaches or mentors for all intern and preliminary credential holders to provide much-needed support that is aligned to school goals and practices, as well as the opportunity for mentor teachers to build skills as coaches.</p> <p>Develop school leadership from within our staff community to help us to retain more experienced teachers and build continuity of program and a cohesive professional community.</p> <p>Expand and formalize peer support to include peer observation cycles, coordinated release time (grade-level, departmental).</p> <p>Increase time for teachers to better leverage and reflect on the data to differentiate tier 1 instruction.</p>
2-4	Support teachers to build more “real world” applications in their expeditions through EL conferences, site visits, on site coaching, consultancies and tuning protocols.	Teachers will receive coaching from Expeditionary Learning to articulate connection between Spanish/Science Expeditions and English Instruction.
2-5	Develop a structure for peer teaching and resourcing after receiving outside training.	Establish and give time for peer consultancy protocols for Expedition plans.
2-6	Provide more and deeper opportunities for teachers to grow professionally and participate as leaders in the school.	<p>Provide differentiated PD focused on implementation of Guided Reading/Literature Circles and phonemic awareness and phonics instructions in context of MLA classrooms.</p> <p>Provide classroom observations and feedback by ILT, TSA and administrators.</p> <p>Coordinate peer observations.</p>
2-7	Initiate a new partnership with the Developmental Teacher Education program at U.C. Berkeley.	Host two year-long intern teachers, and begin a new phase in training teachers for our unique dual immersion, Expeditionary-Learning context.

**Improvement Strategies for Priority #3: Culture and Climate (Character)**

#	Improvement Strategy	Implementation Practices (Teaching, Leadership & Organizational Practices)
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3-1	<p>Consolidate practices and build alignment around Crew, which can be characterized as a space for community building and, to varying extents, relational character development.</p>	<p>Develop shared routines of reflection on academic and performance progress, built around students' individualized goal cycles.</p> <p>Leverage structures of crew community support and peer accountability in advancing students' academic and performance growth goals.</p> <p>Develop students' metacognitive awareness of their learning strengths and challenges by reflecting on growth across classes and disciplines while in crew.</p> <p>Ensure that classrooms serve as a place for evidence collection, micro-level progress monitoring, making specific choices within learning goals and action steps.</p> <p>Collect a shared bank of strategies, resources, rubrics, etc. for teaching and monitoring character development.</p> <p>Teachers will collaboratively analyze data from student self-assessment.</p>
3-2	<p>Build practices to ensure that all students consistently gather, reflect on, and share work showing mastery of academic and character learning targets.</p>	<p>In the upper grades, students will share work and mastery of targets with families during winter expos, student-led conferences and exit portfolio presentations.</p> <p>Make the evidence binder system, currently used in the 6th grade, a standardized practice 6-8.</p> <p>Lower grade spans (TK-2 and 3-5) will systematize routines for students' monitoring of their own growth.</p> <p>In the lower grades, students will share about their progress in the winter expo, and in a small student-led portion of family conferences.</p>
3-3	<p>Build on efforts to develop rigor and coherence within our TK-8 curriculum, as well as the expectation that teachers will make explicit these expectations.</p>	<p>All teachers will have quality (as measured EL rubric), standards-aligned long-term content, language arts and character learning targets for their expeditions.</p> <p>All teachers will engage students in evidence-based reflection on learning targets, although the frequency and level at which it occurs may yet vary.</p>
3-4	<p>Begin to articulate service learning experiences that are integrated into the expeditions at all grade levels.</p>	<p>Teachers will construct character learning targets for each of their Expeditions.</p>

3-5	Continue to support a strong school climate and culture through other school practices.	<p>Teachers will collaboratively articulate intervention plans for students not meeting character learning targets including foster youth and homeless youth.</p> <p>Monitor climate data on a monthly basis. (Peacemaking, Aprecios, Take a Break)</p> <p>Provide time for a monthly assembly focused on building community, facilitated by classrooms or students.</p> <p>Develop and implement a representative student council structure through Crews.</p> <p>Provide teachers time to plan for cross age collaborations.</p> <p>Reflect on what is happening on yard during recess times and how coaches can be leveraged.</p>
3-6	Engage families to build a strong MLA community.	<p>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.</p> <p>Provide parent learning opportunities, and provide childcare, refreshments, and materials for these events.</p>
3-7	Foster racial, linguistic and economic diversity at MLA.	<p>Work with OUSD Central office to ensure that enrollment systems are developed and implemented to support diversity sustainably.</p> <p>Support African-American students and their families.</p> <p>Support Latino/a students and their families.</p> <p>Support low-income students and their families.</p>

## **ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES**

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

### **Transitional Students and Families Unit**

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

### **Foster Youth Program**

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

### **Refugee & Asylee Program**

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

### **McKinney-Vento Program**

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

PROPOSED 2017-18 BUDGET

Site Number:

235

School:

Melrose Leadership Academy

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$106,678.24	After School Education & Safety (ASES)	Contract with Love Learn Success for afterschool program	Continue to support a strong school climate and culture through other school practices.	A1.6: After School Programs	5825				235-1
\$5,000.00	Call for Quality Schools	Extended Contract	Provide more and deeper opportunities for teachers to grow professionally and participate as leaders in the school.	A2.1: Implementation of CCSS & NGSS	1122				235-2
\$3,500.00	Call for Quality Schools	Subs	Provide more and deeper opportunities for teachers to grow professionally and participate as leaders in the school.	A2.1: Implementation of CCSS & NGSS	1150				235-3
\$10,700.00	Call for Quality Schools	Sub Principal	Continue to support a strong school climate and culture through other school practices.	A5.1: School Culture & Climate (Safe & Supportive Schools)	1350				235-4
\$905.50	Call for Quality Schools	Refreshments for Fall Call meetings	Provide more and deeper opportunities for teachers to grow professionally and participate as leaders in the school.	A2.1: Implementation of CCSS & NGSS	4311				235-5
\$9,000.00	Call for Quality Schools	Travel and Conference	Provide more and deeper opportunities for teachers to grow professionally and participate as leaders in the school.	A2.1: Implementation of CCSS & NGSS	5200				235-6
\$5,000.00	Call for Quality Schools	Retreat Facility Rental	Provide more and deeper opportunities for teachers to grow professionally and participate as leaders in the school.	A2.1: Implementation of CCSS & NGSS	5624				235-7
\$18,000.00	Call for Quality Schools	Contract for Berkeley intern program	Initiate a new partnership with the Developmental Teacher Education program at U.C. Berkeley.	A2.1: Implementation of CCSS & NGSS	5826				235-8
\$39,000.00	Call for Quality Schools	Contract for EL Education	Continue work with Expeditionary Learning focused on High Quality work, ensuring that the expeditions are rigorous and that the work produced by their best work.	A2.1: Implementation of CCSS & NGSS	5826				235-9
\$10,000.00	General Purpose Discretionary	Extended contracts to support curriculum development	Provide more and deeper opportunities for teachers to grow professionally and participate as leaders in the school.	A4.2: Dual Language Programs	1122				235-10
\$5,000.00	General Purpose Discretionary	Subs to release teachers for conferences, peer observations, and other professional development	Provide more and deeper opportunities for teachers to grow professionally and participate as leaders in the school.	A2.5: Teacher Professional Development for CCSS & NGSS	1150				235-11
\$20,000.00	General Purpose Discretionary	Supplies for overall school operation and academic support	Build practices to ensure that all students consistently gather, reflect on, and share work showing mastery of academic and character learning targets.	A2.1: Implementation of CCSS & NGSS	4310				235-12

\$25,000.00	General Purpose Discretionary	Surplus to be allocated to ITL	Decrease the achievement gap in reading and math in both English and Spanish by improving the rigor, craftsmanship and authenticity of students' expedition products and learning experiences.	A4.4: Teacher Professional Development focused on English Learners	4399					235-13
\$10,000.00	General Purpose Discretionary	Travel and Conferences for professional development such as expeditionary learning and dual language learning	Continue work with Expeditionary Learning focused on High Quality work, ensuring that the expeditions are rigorous and that the work produced by their best work.	A4.4: Teacher Professional Development focused on English Learners	5200					235-14
\$5,000.00	General Purpose Discretionary	Maintenance Agreement for copier	Decrease the achievement gap in reading and math in both English and Spanish by improving the rigor, craftsmanship and authenticity of students' expedition products and learning experiences.	A2.1: Implementation of CCSS & NGSS	5826					235-15
\$12,064.45	General Purpose Discretionary	Scholarships for students to participate in afterschool program	Continue to support a strong school climate and culture through other school practices.	A1.6: After School Programs	5826					235-16
\$15,000.00	General Purpose Discretionary	Field Trips (buses)	Continue to support a strong school climate and culture through other school practices.	A2.1: Implementation of CCSS & NGSS	5826					235-17
\$999.16	LCFF Supplemental	Supplies to support academic acceleration	Decrease the achievement gap in reading and math in both English and Spanish by improving the rigor, craftsmanship and authenticity of students' expedition products and learning experiences.	A2.3: Standards-Aligned Learning Materials	4310					235-18
\$50,000.00	LCFF Supplemental	Restorative Justice Coordinator	Continue to support a strong school climate and culture through other school practices.	A5.2: Health and Wellness (Mental & Physical Health)	5736					235-19
\$9,987.22	LCFF Supplemental	Teacher to support balancing class size to maintain bilingual/Dual Language program model	Grow and retain excellent dual-immersion expeditionary learning teachers.	A4.2: Dual Language Programs		TEACHER STRUCTURED ENG IMMERSN	K12TCH2459	0.14		235-20
\$10,693.53	LCFF Supplemental	STIP to support teacher professional development in support of academic acceleration	Provide more and deeper opportunities for teachers to grow professionally and participate as leaders in the school.	A2.5: Teacher Professional Development for CCSS & NGSS		TEACHER STIP	TCSTIP0657	0.24		235-21
\$38,777.98	LCFF Supplemental	STIP to support teacher professional development in support of academic acceleration	Provide more and deeper opportunities for teachers to grow professionally and participate as leaders in the school.	A2.5: Teacher Professional Development for CCSS & NGSS		TEACHER STIP	TCSTIP0658	1.00		235-22
\$66,986.42	LCFF Supplemental	Teacher to support balancing class size to maintain bilingual/Dual Language program model	Grow and retain excellent dual-immersion expeditionary learning teachers.	A4.2: Dual Language Programs		TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.75		235-23
\$392.16	Measure G: TGDS	Surplus to be allocated in Fall 2017.	Provide more and deeper opportunities for teachers to grow professionally and participate as leaders in the school.	n/a	4399					235-24
\$33,862.84	Measure G: TGDS	STIP to support TGDS	Provide more and deeper opportunities for teachers to grow professionally and participate as leaders in the school.	A2.6: Teacher Evaluation		TEACHER STIP	TCSTIP0657	0.76		235-25



\$9,835.27	Supplemental Program Investment	Licenses for software to provide academic support such as ST Math and RAZ Kids	MLA will develop a new personalized learning math program to better address the needs of our students, and align it with key elements of the rest of our instructional program.	A2.1: Implementation of CCSS & NGSS	5846					235-26
\$4,465.76	Supplemental Program Investment	Teacher to support balancing class size to maintain bilingual/Dual Language program model	Grow and retain excellent dual-immersion expeditionary learning teachers.	A4.2: Dual Language Programs		TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.05		235-27
\$5,995.88	Supplemental Program Investment	Noon Supervisor	Continue to support a strong school climate and culture through other school practices.	A5.1: School Culture & Climate (Safe & Supportive Schools)		NOON SUPERVISOR	NOONSV0096	0.20		235-28
\$10,127.02	Supplemental Program Investment	Noon Supervisor	Continue to support a strong school climate and culture through other school practices.	A5.1: School Culture & Climate (Safe & Supportive Schools)		NOON SUPERVISOR	NOONSV0145	0.20		235-29
\$19,261.07	Supplemental Program Investment	Teacher to support balancing class size to maintain bilingual/Dual Language program model	Grow and retain excellent dual-immersion expeditionary learning teachers.	A3.2: Reading Intervention		TEACHER STRUCTURED ENG IMMERSN	K12TCH2459	0.27		235-30
\$85.06	Title I Basic	Supplies to support academic acceleration	Align key instructional practices in reading and language throughout our program.	A2.1: Implementation of CCSS & NGSS	4310					235-31
\$5,239.53	Title I Basic	Computer licenses for software to support math and reading skills	MLA will develop a new personalized learning math program to better address the needs of our students, and align it with key elements of the rest of our instructional program.	A2.1: Implementation of CCSS & NGSS	5846					235-32
\$36,676.77	Title I Basic	TSA to support professional development and academic acceleration	Provide more and deeper opportunities for teachers to grow professionally and participate as leaders in the school.	A3.2: Reading Intervention		10 MONTH CLASSROOM TSA	C10TSA0202	0.35		235-33
\$500.00	Title I Parent Participation	Baby Sitting for parent meetings	Engage families to build a strong MLA community.	A3.3: Family Engagement focused on Literacy Development	2225					235-34
\$495.38	Title I Parent Participation	Supplies and Materials for parent meetings	Engage families to build a strong MLA community.	A3.3: Family Engagement focused on Literacy Development	4310					235-35
\$300.00	Title I Parent Participation	Refreshments for parent meetings	Engage families to build a strong MLA community.	A3.3: Family Engagement focused on Literacy Development	4311					235-36

# Melrose Leadership Academy Home-School-Community Pledge

<b>MLA School Pledge</b>	<b>Family Pledge</b>	<b>Student Pledge</b>
<p>We believe that all students are capable of achieving greatness in their learning. To support each student, we will:</p> <ul style="list-style-type: none"> <li>➤ hold students to high standards and support to achieve them</li> <li>➤ appreciate school community for upholding MLA's Habits of Heart and Mind</li> <li>➤ empower students and the community</li> <li>➤ respect everyone's participation and remain inclusive</li> <li>➤ promote social justice and a deep understanding of the world</li> <li>➤ prepare individuals to make choices in their lives</li> <li>➤ encourage the development of critical and compassionate thinking</li> <li>➤ nurture limitless imagination and creativity</li> <li>➤ build confidence and integrity</li> <li>➤ maintain open communication regarding community events, school and classroom needs and school policies</li> <li>➤ make classroom decisions based on the needs of children and take time to find out what the needs are</li> <li>➤ create a collective, collaborative environment</li> <li>➤ utilize restorative practices</li> <li>➤ strive to be our best selves</li> <li>➤ make decisions consistent with the realization of the MLA vision</li> <li>➤ respectfully share ideas; listen and ask questions</li> <li>➤ grow a strong, equitable, inclusive, vibrant community</li> <li>➤ remember the remarkable work we do and the difference we make in the lives of our students</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>➤ send my child to school every day on time</li> <li>➤ make sure that my child gets adequate sleep and has a healthy diet</li> <li>➤ make sure my child dresses in a manner consistent with the school and district dress code policies</li> <li>➤ provide a quiet place and time for my child to do homework, and review their homework</li> <li>➤ ensure that my child and I read at least 30 minutes per day</li> <li>➤ reduce the time that our household watches television or plays video games</li> <li>➤ attend Back to School Night, Parent-Teacher-Student conferences, SST's SARTS, Restorative Justice Circles, EXPO, and other school events</li> <li>➤ learn about and uphold the school community's vision and core practices (Restorative Justice, Expeditionary Learning, Inquiry)</li> <li>➤ sign in the office when visiting my child's school</li> <li>➤ volunteer for a minimum of two hours per month</li> <li>➤ respectfully share ideas; listen and ask questions</li> <li>➤ grow a strong, equitable, inclusive, vibrant community</li> <li>➤ remember the remarkable work I do and the difference I make in the lives of our students</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>➤ fully engage myself in my education</li> <li>➤ come to class on time every day</li> <li>➤ learn, practice and live by the MLA Habits of Heart and Mind</li> <li>➤ return my completed homework on time</li> <li>➤ actively participate in community circles to create and support a safe community</li> <li>➤ push myself to ask for help when I need it</li> <li>➤ exchange information between school and home</li> <li>➤ read or be read to in English or Spanish at home at least 30 minutes every day</li> <li>➤ respectfully share ideas; listen and ask questions</li> <li>➤ respect the school environment and work to keep it beautiful</li> <li>➤ grow a strong, equitable, inclusive, vibrant community</li> <li>➤ remember my goodness, brilliance, importance and ability to make great decisions</li> </ul>
<b>Principal</b>		
<b>Teacher</b>	<b>Family Representatives</b>	<b>Student</b>

# PROMESA HOGAR-ESCUELA-COMUNIDAD

## Promesa de MLA

Creemos que todos los estudiantes son capaces de alcanzar la grandeza en su aprendizaje. Para apoyar a cada alumno, haremos lo siguiente:

- Mantener altos estándares para cada alumno y apoyarlos en lograrlos
- Apreciaremos a la comunidad por demostrar los Hábitos de Mente y Corazón
- Ayudar a los estudiantes y la comunidad en empoderarse
- Ser inclusivos y respetuosos de la participación de todos
- Promover la justicia social y un profundo entendimiento del mundo entero
- Preparar cada individuo a tomar decisiones significativas en su vida
- Fomentar el desarrollo del pensamiento crítico y compasivo
- Nutrir la imaginación y creatividad sin límites
- Fomentar la confianza y la integridad
- Mantener una comunicación abierta con respeto a eventos de la comunidad, las necesidades del aula y políticas escolares
- Tomar decisiones en como colocar a cada alumno basadas en las necesidades del niño
- Ayudar a crear un ambiente colectivo y colaborativo
- Hacer decisiones consistentes con la realización de la visión de MLA
- Compartir ideas respetuosamente; para ayudar el desarrollo de una comunidad fuerte, equitativo, incluso, y vibrante
- Recordar que el gran trabajo que hacemos hace una buena diferencia en las vidas de nuestros estudiantes

## Promesa de Familia

Creo que los padres y familias son los primeros y más importantes modelos y maestros. Para apoyar el aprendizaje de mi hija/o y su éxito en la escuela, voy a:

- Enviar a mi hija/o a la escuela todos los días a tiempo
- Asegurar de que mi hija/o duerme lo suficiente y que tenga una dieta saludable
- Asegurar de que mi hija/o se vista de una manera consistente con las políticas de la escuela y del distrito
- Proporcionar un lugar tranquilo y tiempo para que mi hija/o haga la tarea y revisar su tarea
- Asegurar que mi hija/o lea o yo leerle por lo menos 30 minutos al día
- Reducir el tiempo que nuestra familia ve televisión o juega juegos de video
- Asistir a la Noche de padres, Conferencias, juntas de SST, SART, Círculos de Justicia Restaurativa, EXPO y otros eventos escolares
- Aprender sobre la visión de MLA y la practicarle
- Apuntarme en la oficina central cuando visito a la escuela
- Ser voluntario por un mínimo de 2 horas al mes
- Compartiré ideas respetuosamente para ayudar el desarrollo de una comunidad fuerte, equitativo, incluso, y vibrante
- Recordar que el gran trabajo que hago hace una buena diferencia en las vidas de nuestros estudiantes

## Promesa del Estudiante

Creo que yo juego un papel esencial en mi educación. Voy a encargarme totalmente de mi experiencia en la escuela y para mostrarlo, voy a:

- Involucrarme completamente en mi educación
- Llegar a clase a tiempo todos los días
- Aprender, practicar y vivir por los Hábitos de Mente y Corazón de MLA
- Regresar mi tarea terminada a tiempo
- Participar activamente en Círculos Comunitarios
- Esforzarme para pedir ayuda cuando lo necesito
- Intercambiar información entre la escuela y hogar
- Leer o que me lean en casa en español y inglés por lo menos 30 minutos todos los días
- Compartir ideas respetuosamente; escuchar y hacer preguntas
- Respetar el medioambiente escolar y trabajar para mantenerlo hermosos
- Desarrollar de una comunidad fuerte, equitativa, incluso, y vibrante
- Recordar que soy bondosa/o, brillante, y tengo la capacidad de tomar buenas decisiones

**School Safety Plan Recommendations and Assurances**

School Site Name: Melrose Leadership Academy Site Number 235

The School Site Council (SSC) recommends this comprehensive School Site Safety Plan 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. Under California Education Code 32281, the School Site Council or its delegates formed a School Site Safety committee with the minimum of the following members:
  - The Principal or designee
  - One teacher who is a representative of the recognized certificated employee organization
  - One parent whose child attends the school
  - One classified employee who is a representative of the recognized classified employee organization
  - Other members, if desired
2. The school plan and safety plan is based upon a thorough analysis of student safety goals/data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety goals and to meet all safety planning procedures.
3. The School Site Council reviewed the content requirements of the Site Safety Plan and assures all requirements have been met.
4. The safety plan was communicated to the public, per Education Code section 35294.2 (e): "...an updated file of all safety related plans and materials shall be readily available for inspection by the public."
5. Opportunity was provided for this school's Safety Plan (per Education Codes Sections 35294.8(b), 35294.2(e), and 32288) for public input and adopted by the School Site Council at a public meeting (s) on: 10/13/16

**In your Site Safety Plan, include documentation of how you provided an opportunity for public review and how the public can access or review the plan**

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

- Fliers in students' home languages (date) \_\_\_\_\_
- Announcement at the public meeting (date) \_\_\_\_\_
- Other - Marquis Bulletin Board (date) on-going since  
Please specify the type of notice/media announcements September 2016  
Calendar on website

**Signatures**

<u>Moyra Contreras</u>	<u>Moyra Contreras</u>	<u>10/13/16</u>
Print name of school principal	Signature	Date
<u>Andrea Lowe</u>	<u>Andrea Lowe</u>	<u>10/13/16</u>
Print name of SSC chairperson	Signature	Date
_____	Signature	_____
Print name of Network Superintendent	Signature	Date



# 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)