

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2018

Legislative File ID No: 18-1324
Introduction Date: 6/27/18
Enactment No.: 18-1127
Enactment Date: 6/27/18 er

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 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 2018-2019 Single Plan for Student Achievement (SPSA) for Melrose Leadership Academy.



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

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2018-2019 Single Plan for Student Achievement (SPSA)

School: Melrose Leadership Academy
CDS Code: 1612596118640
Principal: Moyra Contreras
Date of this revision: 5/14/2018

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	Position: Principal
Address: 4730 Fleming Avenue Oakland, CA 94619	Telephone: 510-535-3832 Email: moyra.contreras@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/27/2018

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

2018-2019 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:



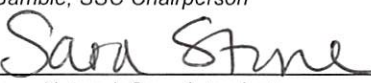
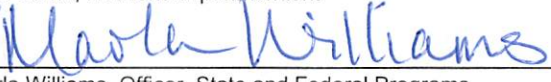

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material 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: May 10, 2018

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

- Flyers in students' home languages Announcement at a public meeting Other (notices, media announcements, etc.)

Signatures:

		<u>5/16/18</u>
Moyra Contreras, School Principal	Signature	Date
		<u>5/16/18</u>
Tarrell Gamble, SSC Chairperson	Signature	Date
		<u>5/17/18</u>
Sara Stone, Network Superintendent	Signature	Date
		<u>5-31-18</u>
Marla Williams, Officer, State and Federal Programs	Signature	Date

2018-19 SPSA ENGAGEMENT TIMELINE**School Site:** Melrose Leadership Academy**Site Number:** 235

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/14/2017	SSC	Review MLA site plan and goals
12/14/2017	SSC	Review current MLA site plan and review progress towards goals; discuss needs
1/26/2018	IST	Review school plan and brainstorm needs
1/29/2018	ILT	Review school plan and plan for how to collect funding priorities from staff
2/12/2018	Staff	Get feedback from staff regarding priorities for 2018-2019 MLA site plan
2/26/2018	ILT	Present Proposed plan and budget
2/22/2018	SSC	Discuss 2018-2019 MLA site plan and approve budget
3/8/2018	SSC	Approve 2018-2019 MLA budget with modifications

2018-2019 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 Discretionary #0000	\$148,224.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$236,874.44	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$116,492.64	TBD
TOTAL:	\$501,591.08	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$49,937.41	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,409.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$51,346.41	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Melrose Leadership Academy

School ID: 235

School Description

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

MLA serves 525 TK-8 students. In 2016-17, 52.9% qualified for free- or reduced-price lunch.

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 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, Vision, Agreements and Habits of Heart & Mind

VISION:

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

MISSION:

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

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

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

- Respect, compassion and kindness
- Cooperation and Collaboration

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

- Curiosity and Joy of Learning
- Reflection
- Persistence

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

- Organization and Preparation
- Leadership and Service

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

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

MLA Graduate Profile

The MLA graduate is...

Globally and Locally Conscious: *(as measured by the Service Learning Rubric, Reflection Rubric)*

- Uses their voice to improve community
- Demonstrates agency in school and community
- Engages in service
- Demonstrates empathy and caring / respect, compassion and kindness
- Engages in reflection
- Demonstrates Social and environmental consciousness

Culturally Competent: *(as measured by EDL, DRA, SRI, Portfolio, Expedition Rubrics)*

- Demonstrates Bilingualism and Biliteracy
- Fully bilingual, biliterate, multicultural, and developing a third language (Mandarin)
- On track to earn the seal of biliteracy
- Demonstrates understanding of their own and other's heritage
- Demonstrates ability to work with and solve problems across differences

Academically Proficient: *(as measured by SBAC, Portfolio, EDL, DRA, SRI, SMI, SIRA, Habits rubrics, Reclassification rates)*

- Demonstrates achievement above monolingual counterparts
- Has goals for future and steps to get there (college minded)
- Demonstrates organization and preparedness
- ALL ELLs who have been at MLA for more 5 years have reclassified
- Newcomers demonstrate high school readiness for English content instruction
- Demonstrates mastery of Standards in Math and Reading (college readiness)

Joyful and curious about learning: *(as measured by Habits rubrics, Portfolio, Expedition work, CHKS survey)*

- Demonstrates agency as a learner (self-motivated)
- Engages in collaboration
- Develops skills as an artist, musician, athlete, scholar (well-rounded)
- Demonstrates persistence; learns from failures
- Demonstrates continuous improvement through reflection
- Demonstrates responsibility for learning
- Develops novel ideas

Family & Student Engagement

According to the results of the California Healthy Kids Survey (CHKS), parents feel:

- the school provides high-quality instruction to students (96.4%)
- respected by the school staff (99.1%)
- encouraged to be an active partner with the school in the education of their child (95.6%)
- encouraged to participate in organized parent groups such as councils, committees and parent organizations (95.7%)
- their child's background (race, ethnicity, religion, economic status) is valued at MLA (98.2%)
- their child feels that his or her cultural background is valued and respected (96.4%)
- their child is safe on school grounds (99.2%)

Parents scores were lower when asked about their ability to support their child's learning at home and advocacy at school.

- 82.6% of parents felt confident in their ability to support their child's learning at home
- 66.9% felt confident in their ability to make sure that the school is meeting the learning needs of their child

Providing this information through the parent newsletter and integrating it into other school events could be more effective than scheduling a separate informational meeting.

MLA School Model

Dual Language 90/10 Spanish-English

- 90% of TK and Kinder instruction is in Spanish
- The percentage of English instruction increases yearly
- In 5th-8th grade, 50% of instruction is in English, 50% is in Spanish
- Students learn to read in Spanish first

Expeditionary Learning Model

- Curriculum is delivered in integrated, thematic, standards-based "Expeditions"
- Students demonstrate their learning through culminating "EXPOS" that include an authentic audience
- Character Education is integrated into "Expeditions" and "Crew"
- Students engage in reflection and self-assessment

Restorative Justice

- Discipline is addressed through restorative practices
- The goal is to take responsibility and repair harm, in order to maintain the integrity of the community

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p>LANGUAGE & LITERACY</p>	<ul style="list-style-type: none"> - 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 eight grade students - Students are becoming biligual and biliterate in English and Spanish - Newcomer students receive content instruction in their primary language - Newcomer and other ELL students receive English language instruction at their level - We integrate literacy into expeditions that are Science and Social Studies focused - Students present their work twice a year in expos where they have to use their literacy skills fo an authentic audience - the diversity of the school allows students to be language models for their peers 	<p>Students from families with higher economic means score more frequently at meeting standard in SBAC ELA, and particularly, the exceeding standard level, than their lower income peers. Students from families with lower incomes are much more heavily represented in standard not met.</p> <p>Prioritizing rigorous academics 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 of students from families with lower economic means.</p> <p>We have identified three challenges that we would like to address:</p> <p>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.</p> <ul style="list-style-type: none"> - 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) 	<p>US schools have been built to align with dominant middle class values and therefore those who are "successful" in school are those whose values align to that of public schools in the US.</p> <p>Differences amongst our beliefs about race and class may impact how we think of teaching and learning and our interactions with on students and families.</p> <p>There are inconsistent opportunities for critical thinking and application of concepts and skills in novel, real world situations.</p>

<p>LANGUAGE & LITERACY <i>(continued)</i></p>		<p>2) Consistent underachievement in math for all subgroups.</p> <p>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.</p> <ul style="list-style-type: none"> - 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. <p>3) Inconsistent opportunities for critical thinking and application of concepts and skills in novel, real world situations.</p> <p>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 across disciplines. Craftsmanship, authenticity, and complexity are the three anchors of high-quality work as defined by Expeditionary Learning.</p> <p>Although 80% of classroom teachers consistently post daily learning targets, the quality of the learning targets (in terms of EL rubric for learning targets, and standards-alignment), and their role in monitoring student progress vary significantly. In 50% of classrooms, learning targets rarely represent higher-level thinking tasks. In more than 50% of classrooms, students do not interact with or self-assess their progress towards meeting these targets.</p>	
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<p style="text-align: center;">STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</p>	<ul style="list-style-type: none"> - Our expeditions are standards based integrating Language Arts or Science or Social Studies standards - Math instruction is instruction based. The learning targets are aligned to the curriculum that is standards based. - Teachers use standards when assessing their lesson plans and when developing curriculum - Some PD time has been used to familiraize teachers with standards and resources to suport standards based instruction - Some leaders and teachers ahve participated in the UnboundEd Standards Institute 	<p>Students from families with higher economic means score more frequently in the exceeding standard and meeting standard levels in SBAC Math than their lower income peers. Students from families with lower incomes are much more heavily represented in standard not met.</p> <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>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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<p style="text-align: center;">CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</p> <p style="text-align: center;"><i>(CULTURE & CLIMATE)</i></p>	<ul style="list-style-type: none"> - Strong CHKS responses by students, staff, and families - Professional development is aligned to teacher needs - PD includes coaching and observations, as well as inputs and collaboration - There is a strong professional, collaborative environment. Teachers meet to plan instruction, analyze data and develop plans to support students outside their regular schedule time. - We have an Apoyo Team that provides support for students in crisis and struggling students - We have an RJ process where students engage in circles to develop community and address harm - Our three agreements are used to encourage kindness, empathy and responsibility 	<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"> - 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. - 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. - 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>Inconsistent systems for reflection and growth monitoring of habits of heart and mind</p> <ul style="list-style-type: none"> - 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. - Only 6th graders are engaged in weekly goal cycles related to the habits of heart and mind as part of their crew experiences. 	<p>Students don't have ample opportunities to direct their own learning and there's an imbalance between student engagement and teach talk. There are also inconsistent systems for students reflecting on their own learning and monitoring growth of habits of heart and mind.</p>
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<p>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (SELLS NEEDS ASSESSMENT)</p>	<ul style="list-style-type: none"> - Reclassification of English Language Learners is one of our academic progress indicators. Our reclassification rates are currently very close to district averages. - ELLs continue to develop their primary language - Newcomer students receive content instruction in their primary language - Newcomer and other ELL students receive English language instruction at their level - Given the diversity of our school there are English language models in the classroom 	<p>Students from families with higher formal education levels score more frequently at or above benchmark, than their peers. Students from families with less formal education are proportionally more heavily represented in far below benchmark range.</p> <p>We receive students throughout the year at different grade levels with different levels of education and it's really challenging to meet such diverse needs at all grade levels, especially when the needs change from week to week as we get new students.</p>	<p>We have succeeded in creating a diverse school community but the community is becoming a predominantly middle class school. Social class is still a predictor of academic achievement (as measured by economic status and family education level).</p> <p>As a school we were founded to serve ELLs but we are getting fewer and fewer ELLs because of the popularity of our program amongst middle class families</p>
<p>WORLD LANGUAGES (Measure G1)</p>	<ul style="list-style-type: none"> - We teach Spanish to all students beginning in kinder - The quality of Spanish is strengthened with the influx of newcomer students because most of them have higher levels of Spanish - All communication from the school and all events are bilingual - All school displays and hallways bulleting boards are in Spanish or bilingual 	<ul style="list-style-type: none"> - In the upper grades students are relying more on English so it's challenging to develop high levels of academic Spanish - Spanish is used to teach content classes and not focused on teaching the language. So this makes it challenging to get in AP Spanish in high school. 	<ul style="list-style-type: none"> - <i>English is the dominant language in this society and has prestige and power Spanish does not</i> - <i>There are limited opportunitues for students to authentically use Spanish</i>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Melrose Leadership Academy

School ID: 235

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Rigorous Academics (High Quality Work and Mastery of Content)	Develop and implement a rigorous, standards based, interdisciplinary Expeditionary Learning curriculum that places an emphasis on social justice and real world application. By 2021: We will reduce the achievement gap in Spanish literacy school-wide by 50% (from 26% to 13% at below benchmark, as measured by the EDL) between students whose parents have some college compared to those with no high school education. In English, we will reduce the gap in English in grades 6th-8th by 50% (from 55% to 26% at below benchmark, as measured by the SRI) between students whose parents have some college compared to those with no high school education.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
SRI / EDL achievement gap	Low-Income Students	55% / 26%	48% / 23%	41% / 20%	
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	- We are looking at student work/projects regularly - Exit Tickets, culminating expedition based assessments/performance assessments, FOSS embedded science assessments				
Theory of Action for Language & Literacy Priority:	If we..... - provide teachers time to create well developed expeditions within the EL Education framework with a focus on common core and NGSS standards, - support them to ramp up the complexity and higher-order thinking requirements of anchor tasks - support them to differentiate instruction and provide scaffolds for language acquisition Then we.... - can maximize student and teacher will, skill and capacity which will lead to improved academic outcomes for our students.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP/ORGANIZATIONAL ACTIONS		EVIDENCE OF IMPLEMENTATION	
1-1	Teachers will implement interdisciplinary expeditions that are grounded in service	Leaders will provide teachers with collaboration time to		Learning Walks (2x month) by IST and collect documentation of service projects	

1-2	Teachers will provide students with opportunities to engage with complex text and think critically using grade level and leveled texts, as well as grappling protocols in math and Language Arts to strengthen Academic core.	<ul style="list-style-type: none"> - develop expeditions that include ample opportunities for students to engage with complex text and plan discussion protocols - reflect on student work/projects - reflect on their instruction and inform future plans 	Documentation of expeditions using the EL STA framework
1-3	Teachers will provide multiple opportunities for student talk using structured discussion protocols to strengthen academic core	Leaders will provide teachers with access to RAZ Kids and resources for phonics instruction for TK, K and 1	Regular Classroom observations and student work shared by teachers during PD
1-4	Teachers will provide opportunities for students to apply their learning and present their work in authentic ways that are relevant to our diverse population: Latino, African American, Asian, Anglo, LGBTQ, Foster youth, GATE students, Newcomers.	<p>Leaders will ensure teachers have access to grade level appropriate texts</p> <p>Leaders will provide resources to ensure differentiated smaller group instruction for newcomer students</p>	Analyzing school wide data with IST and ILT in order to inform trends and inform planning; disaggregating by class, ethnicity and gender
1-5	Teachers will provide opportunities for students to set goals and reflect on their learning and growth	Leaders will provide funding for teachers to push into afterschool to provide literacy and math support for students.	Regular review of google docs by Instructional Support Team will show that teachers are regularly asking students to set goals and reflect on learning and growth areas
1-6	Teachers will analyze student work products/assessments, disaggregate the data by race (African American, Latino, Asian and Anglo), foster youth and economic class, to inform future instruction and plan for differentiated English and Spanish Language instruction.	<p>Leaders will provide coaching for all new teachers</p> <p>Leaders will provide differentiated PD and coaching based on grade level needs</p>	Regular review of google docs by Instructional Support Team will show that teachers are regularly asking students to set goals and reflect on learning and growth areas
1-7	Teachers will collaboratively backward plan expeditions to scaffold for ELLs	Leaders will ensure teachers have protected time for to better leverage and reflect on the data to differentiate tier 1 instruction to better support ELL students.	Regular review of google docs by Instructional Support Team will show that teachers are regularly asking students to set goals and reflect on learning and growth areas
1-8	Teachers will continue to implement Guided Reading and Literature Circles	Leaders will provide time within work hours for teachers to understand the needs and IEPs of all students with disabilities in their classrooms.	Walk-throughs will show evidence of this practice in 100% of classrooms
1-9	Teachers will provide students access to RAZ Kids		Walk-throughs will show evidence of this practice in 100% of classrooms

1-10	Teachers in grades, K and 1 will provide phonemic awareness and phonics instruction to all students		Walk-throughs will show evidence of this practice in 100% of classrooms
1-11	Teachers will work with Resource teachers, and all other appropriate specialists in order to fully understand and accommodate/differentiate instruction and access for all students with disabilities.	Principal and Leadership team will provide time within work hours for teachers to understand the needs and IEPs of all students with disabilities in their classrooms.	Notes from meetings between Resource Specialists and teachers are uploaded to google docs and show evidence of this practice
1-12	Teachers will provide workshops to families related to early literacy	Leaders will provide stipends to teachers who provide literacy workshops for families	Sign-in sheets from workshops, and calendar review, will show evidence of workshop implementation

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Rigorous Academics (High Quality Work and Mastery of Content)	Develop and implement a rigorous, standards based interdisciplinary Expeditionary Learning curriculum that places an emphasis on social justice and real world application. June 2021: 50% of students in grades 6th-8th will meet or exceed expectation for proficiency as measured by the SBAC			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC ELA	All Students	-59.1	-51.6	-44.1
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	We are looking at student work/projects regularly - Exit Tickets, culminating expedition based assessments/performance assessments, FOSS embedded science assessments, EDL, DRA				
Theory of Action for Standards-Based Instruction Priority:	<p>If we.....</p> <ul style="list-style-type: none"> - provide teachers time to backwards plan expeditions within the EL Education Framework based on the rigor of CCSS and NGSS, - support them to ramp up the complexity and higher-order thinking requirements of anchor tasks - support them to differentiate instruction and provide scaffolds for language acquisition <p>Then we....</p> <ul style="list-style-type: none"> - can maximize student and teacher will, skill and capacity which will lead to improved academic outcomes for our students. 				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP/ORGANIZATIONAL ACTIONS		EVIDENCE OF IMPLEMENTATION	

2-1	All teachers will use CCSS and NGSS standards to plan for their content area	Leaders will provide teachers with collaboration time to - develop lessons/expeditions that include ample opportunities for students to engage with complex text and plan discussion protocols	Learning Walks (2x month) by IST and collect documentation of learning targets and implementation of standards based lessons
2-2	All teachers will use standards aligned learning targets to strengthen academic core	- reflect on student work/projects	Regular Classroom observations of learning targets and rigor, as well as percentage of teacher vs. student talk
2-3	All teachers will provide students opportunities to reflect on their learning and growth	- reflect on their instruction and inform future plans	Analyzing school wide data with IST and ILT in order to identify trends and inform planning
2-4	Teachers will increase the rigor of math instruction. They will plan math instruction, teach lessons, and observe each other to refine math instruction and outcomes. This will help teachers focus more time on conceptual understanding by having students grapple with ideas and problem solving to strengthen academic core.	Leaders will support teachers to build more “real world” applications in their expeditions through site visits, on site coaching, consultancies and tuning protocols. Leaders will provide funding for teachers to push into afterschool/extended learning time to provide literacy and math support for students.	Observations of interventions provided during extended day
2-5	Teachers will provide students with opportunities to engage with complex text and to think critically using grade level and leveled texts	Leaders will provide coaching for all new teachers.	Walk-throughs
2-6	Teachers will provide multiple opportunities for student talk using structured discussion protocols on topics relevant to the diverse community we serve: Latino, African American, Asian, Anglo, Foster youth,	Leaders will provide differentiated PD and coaching based on grade level needs. Leaders will engage in cycles of inquiry to reflect on and analyze school wide data to inform teacher support.	Walk-throughs
2-7	Teachers will provide opportunities for students to apply their learning and present their work in authentic, relevant ways reflecting the diversity of the community (Latino, African American, Asian, Anglo, Foster Youth, LGBTQ, GATE students.	ILT members will lead data conferences with their grade level teams and teachers will have protected time for to better leverage and reflect on the data to differentiate tier 1 instruction to better support students.	Walk-throughs and EXPO presentations
2-9	Teachers will analyze student work products/assessments to provide differentiated instruction (including appropriate stretch/extension activities for GATE students)	Leaders will make funds available for teachers to provide extended time interventions for struggling students.	Analysis documented in google doc

2-9	Teachers will collaboratively backward plan lessons to scaffold for ELLs	Lessons will be collected in google doc
2-10	Teachers will provide additional support during extended learning time to struggling students as determined by assessments	Observation

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Culture and Climate (Character)	Foster student and staff agency, responsibility and accountability for academic success and character building through school wide systems such as.... - The Agreements and Habits of Heart and Mind - Restorative Justice practices - Service Learning. Evidence of success of these practices would be measured by CHKS data. All areas of CHKS survey related to climate would be at 80% or above			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	California Healthy Kids Survey	All Students	TBD	TBD	TBD
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	<ul style="list-style-type: none"> - Attendance Rates - Office Referral rates - Aprecios - Teacher Retention 				
Theory of Action for Conditions for Student & Adult Learning Priority:	<p>If we create a supportive environment for our students and staff they will.....</p> <ul style="list-style-type: none"> - feel safe to make mistakes and learn - they can rely on their community to be there for them <p>Then our students and staff will be able to.....</p> <ul style="list-style-type: none"> - engage in rigorous academic work - exercise their agency in impacting their community 				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP/ORGANIZATIONAL ACTIONS	EVIDENCE OF IMPLEMENTATION		

3-1	Teachers will implement Restorative Justice principles and practices employed at MLA to hold students and community accountable for their actions and behavior and the effects of those actions on others and the community as a whole and as a result creating and maintaining a safe, supportive environment for the diverse members of our school community (Latino, African American, Asian, Anglo, Foster Youth, students with disabilities, LGBTQ, GATE students).	Leaders will provide opportunities for faculty to engage in discussions around race and class, including how implicit bias impacts our work. Leaders will model the 3 agreements and use them to guide in creating safe spaces, making decisions and resolving conflicts. Leaders will provide leadership opportunities for staff. Leaders will ensure that Kinder Play Dates are scheduled and held by the PTSA prior to the beginning of school. Leaders will also ensure that the 8th graders have a smooth transition into high school by completing the transition forms for students being supported by Apoyo and sending them to the receiving school. Leaders will also ensure that students and families have access to information regarding the high school options. Principal will meet weekly with PTSA parent leaders to increase parent engagement and coordinate work of all parent committees.	Learning Walks focused on gathering data on character targets
3-2	Teachers will use character targets daily to build student responsibility for their own actions and their own learning		Documentation and observation of community building activities in classrooms/Crew
3-3	Teachers will engage students in community building activities which engage our diverse population: Latino, African American, Asian, Anglo, LGBTQ students and students with disabilities		Having the 3 Agreements posted in classrooms and shared with students
3-4	Upper grade teachers will teach Crew classes to support students and building a supportive community, with emphasis on ensuring full inclusion and valuing of African American and Latino students, as well as students from other stigmatized ethnic/racial backgrounds.		Documentation of Aprecios
3-5	Teachers will engage in community building activities during PD with colleagues		Reduction in office referrals
3-6	Teachers will teach the agreements and the Habits of Heart and Mind and will support students in practicing these in different spaces		Increase in attendance rates
3-7	Teachers will facilitate PTSA Play Dates for incoming Kinder students prior to the beginning of school.		Successful playdate

3-8	Teachers will engage in Apoyo process (Coordination of Services) to support students who are struggling academically and/or socially		Apoyo forms filled out by teachers
3-9	Teachers will support leaders to ensure that Kinder Play Dates are scheduled and held by the PTSA prior to the beginning of school, so that there is a smooth TK/K transition. Leaders will also ensure that the 8th graders have a smooth transition into high school by completing the transition forms for students being supported by Apoyo and sending them to the receiving school. Leaders will also ensure that students and families have access to information regarding the high school options.		Documentation of Kinder play dates,
3-10	Teachers will support leaders to ensure that the 8th graders have a smooth transition into high school by completing the transition forms for students being supported by Apoyo and sending them to the receiving school. Leaders will also ensure that students and families have access to information regarding		documented completion of Apoyo forms for students in 8th grade to send to high school
3-11	Teachers will support leaders to ensure that students and families have access to information regarding the high school options.		Evidence will show that all students and families received information regarding HS options, in their classroom and at other family engagement activities.
3-12	One or more teachers will serve on PTSA as a liaison between teachers and family leaders to improve communication and increase parent engagement		Attendance at meetings
3-13	Teachers and other providers will facilitate workshops with parents and community members on a variety of topics, including early literacy, critical dialogue across difference, etc.	Principal will work with diverse parent groups in order to ensure representation, participation and engagement of diverse stakeholders in workshops	Sign-in sheets and log of workshop dates

3-14	Teachers will refer homeless students to Apoyo in order to provide them with services such as counseling, academic support, and services for homeless families	Apoyo, MLA's COST team, will work with teachers to identify homeless students and families, and ensure referral to Apoyo team for services	Sign-in sheets and log of Apoyo meetings
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Develop teacher expertise to successfully teach ELLs	Grow and retain excellent dual immersion, expeditionary learning teachers through personalized professional development pathways			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	All Students	9.0%	12.0%	15.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Other indicators we will use include... - EDL - SRI -Curriculum Embedded assessments				
Theory of Action for English Language Learners Priority:	<i>If we as a school.....</i> - have a systematic ELD program to provide a stronger foundation for students - provide ample opportunities for students to engage in stronger discourse practices - ensure that students consistently engage with strategic work with complex texts <i>Then our students will...</i> - independently engage with complex texts, - accelerate their English language acquisition, and - we will have higher reclassification rates				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP/ORGANIZATIONAL ACTIONS		EVIDENCE OF IMPLEMENTATION	
4-1	Teachers will appropriately scaffold instruction for ELL students in Spanish and English	Leaders will provide high quality teachers who have the expertise and knowledge to teach ELL students, including knowledge about		Learning Walks focused on observing differentiation for ELLs, students grappling with complex and student-to-student talk	

4-2	Teachers will engage ELL students in grappling with complex text in English and Spanish	language acquisition, ELD and standards	Alignment and consistent implementation of ELL essential practices across the school that are impacting outcomes for ELL students
4-3	Teachers will provide consistent access to systematic and differentiated ELD for all ELL students, including Newcomers	Leaders will support teachers to build more “real world” applications in their expeditions through site visits, on site coaching, consultancies and tuning protocols. 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.	Documentation of consistent implementation of peer observation cycles Teacher reflection on impact of peer observations with regards to change in teacher practice and/or student learning (both the observer and the observee)
4-4	Teachers will provide ELL students regular opportunities to engage in discourse practices in English and Spanish.	Expand and formalize peer support to include peer observation cycles, coordinated release time (grade-level, departmental) and establish and give time for peer consultancy protocols. Increase time for teachers to better leverage and reflect on the data to differentiate tier 1 instruction to better support ELL students.	Walk-throughs
4-5	Teachers will participate in peer observation/coaching.		peer coaching schedule
4-6	Teachers will identify Newcomer students to receive additional academic and social-emotional support		List of students
4-7			
4-8			
4-9		Provide differentiated PD focused on implementation of complex text and discourse practices (in upper grades) and ELD/ELD standards and other ELL essential practices (in lower grades)	
4-10			
4-11			
4-12			

ARTS, MUSIC & WORLD LANGUAGES (Measure G1)	Priority ("Big Rock"):	JUNE 2021 GOAL			
	transition to WL/AP programs?	School has articulated a curriculum that is aligned to the AP Spanish placement test			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
AP Spanish Placement test	All Middle School Students	n/a	TBD	TBD	
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	<ul style="list-style-type: none"> - Teacher developed assessments - Avant Spanish language assessment 				

Theory of Action for Arts, Music & World Languages Priority:		If we... - create a systematic plan for students to transition from a SLA program to a World Languages or a Spanish AP program and provide students opportunities to engage in Art and Music electives in middle school Then..... - students will be prepared for AP Spanish in high school, and will develop artistic and musical skills that will allow them to experientia a well-rounded education.	
#	TEACHING PRACTICES & PROGRAMS What will teachers do in the classroom? How will they plan and practice out of class? Which programs will we implement?	LEADERSHIP ACTIONS What will school leaders do? What staffing and resources are needed?	EVIDENCE OF IMPACT How will we know it's working?
5-1	Teachers will become familiar with the World Language standards	Leaders will request support from ELLMA to create an AP Spanish aligned curriculum and resources.	Learning Walks focused on observing language targets aligned to World Languages standards
5-2	Teacher will crosswalk the SLA standards with the World Languages standards	Leaders will provide support for implementation through PD opportunities, coaching, etc.	A document that connects SLA to World Languages instruction
5-3	Teacher will pilot the World Languages curriculum with students participating in the World Languages class		Learning Walks focused on observing implementation of World Languages curriculum
5-4	Teacher will adminster assessments to determine student readiness for AP Spanish	Leaders will provide additional time for teacher to collaborate with ELLMA and other World Languages teachers.	Test scores on teacher created assessments and the Avant Spanish Language assessment
5-5	Art teacher will provide Arts Elective	Leaders will work with ELLMA to get access to Avant Spanish Language assessment.	Students will display their art work during EXPO
5-6	Music Teacher will provide Music Elective	Leaders will schedule Arts and Music Electives	The quality of Art work completed as part of Expeditions will improve as measured by the High Quality Work Rubric

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 235

School: Melrose Leadership Academy

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$116,492.64	After School Education & Safety (ASES)	After School program for struggling students	Rigorous Academics (High Quality Work and Mastery of Content)	A1.6 After School Programs	5825				235-1
\$10,105.10	General Purpose Discretionary	Subs to facilitate targeted intervention and support for LCFF students.	Rigorous Academics (High Quality Work and Mastery of Content)	A2.5 Teacher Professional Development for CCSS & NGSS	1150				235-2
\$20,147.85	General Purpose Discretionary	Purchase supplies to support school operation and instruction.	Rigorous Academics (High Quality Work and Mastery of Content)	A2.1 Implementation of the CCSS & NGSS	4310				235-3
\$7,000.00	General Purpose Discretionary	Copier maintenance contract	Rigorous Academics (High Quality Work and Mastery of Content)	A2.3 Standards-Aligned Learning Materials	5610				235-4
\$100,000.00	General Purpose Discretionary	Hire a Community School Manager.	Culture and Climate (Character)	A5.1 School Culture & Climate (Safe & Supportive Schools)	5730				235-5
\$4,943.82	General Purpose Discretionary	Hire a noon supervisor.	Culture and Climate (Character)	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV0145	0.20	235-6
\$6,027.23	General Purpose Discretionary	Hire a noon supervisor.	Culture and Climate (Character)	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV0096	0.20	235-7
\$5,000.00	LCFF Supplemental	Books to support reading intervention.	Develop teacher expertise to successfully teach ELLs	A4.2 Dual Language Programs	4200				235-8
\$5,329.02	LCFF Supplemental	Supplies to support academic acceleration	Rigorous Academics (High Quality Work and Mastery of Content)	A4.2 Dual Language Programs	4310				235-9
\$71,803.29	LCFF Supplemental	Surplus, potentially to hire an Instructional Teacher Leader	Rigorous Academics (High Quality Work and Mastery of Content)	A4.2 Dual Language Programs	4399				235-10

\$31,904.00	LCFF Supplemental	Hire a Community School Manager.	Culture and Climate (Character)	A5.1 School Culture & Climate (Safe & Supportive Schools)	5730				235-11
\$8,000.00	LCFF Supplemental	Licenses for software to support academic acceleration.	Develop teacher expertise to successfully teach ELLs	A4.2 Dual Language Programs	5846				235-12
\$24,152.30	LCFF Supplemental	Hire a teacher to provide targeted intervention for English Language Learners.	Rigorous Academics (High Quality Work and Mastery of Content)	A4.1 English Learner Reclassification	1105	TCHR BILINGUAL	TCHBIL0264	0.28	235-13
\$45,337.62	LCFF Supplemental	Hire a teacher to provide intervention in primary grades for students below grade level, with a focus on English Learners and low-income students.	Rigorous Academics (High Quality Work and Mastery of Content)	A4.1 English Learner Reclassification	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.50	235-14
\$45,348.21	LCFF Supplemental	Hire a STIP to support Restorative Justice and Social Emotional support for LCFF students.	Rigorous Academics (High Quality Work and Mastery of Content)	A2.10 Extended Time for Teachers	1105	TEACHER STIP	TCSTIP0757	1.00	235-15
\$77.43	Measure G1	Surplus	n/a	n/a	4399				235-16
\$5,038.30	Measure G1	Hire a Spanish teacher.	Rigorous Academics (High Quality Work and Mastery of Content)	A2.1 Implementation of the CCSS & NGSS	1105	TCHR BILINGUAL	TCHBIL0350	0.06	235-17
\$15,744.59	Title I: Basic	Extra time for teachers to work in extended day with struggling students in reading and math	Rigorous Academics (High Quality Work and Mastery of Content)	A1.6 After School Programs	1122				235-18
\$26.13	Title I: Basic	Supplies	Rigorous Academics (High Quality Work and Mastery of Content)	A2.3 Standards-Aligned Learning Materials	4310				235-19
\$45,286.41	Title I: Basic	Hire a STIP substitute.	Rigorous Academics (High Quality Work and Mastery of Content)	A2.2 Social Emotional Learning	1105	TEACHER STIP	TCSTIP0657	1.00	235-20
\$619.19	Title I: Parent Participation	Fund teacher extra time to provide workshops.	Rigorous Academics (High Quality Work and Mastery of Content)	A3.3 Family Engagement focused on Literacy Development	1122				235-21

\$495.35	Title I: Parent Participation	Fund extra time for classified staff to provide childcare.	Rigorous Academics (High Quality Work and Mastery of Content)	A3.3 Family Engagement focused on Literacy Development	2922				235-22
\$411.06	Title I: Parent Participation	Provide snacks for parent engagement meetings	Rigorous Academics (High Quality Work and Mastery of Content)	A3.3 Family Engagement focused on Literacy Development	4311				235-23



Title I School Parental Involvement Policy 2017-18

(Blue fonts indicate an area that needs to be completed)

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

Involvement of Parents in the Title I Program

Melrose Leadership Academy agrees to implement the following statutory requirements:
(Name of school)

- 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.
(In the box below, briefly describe or bullet how this happens at your school.)

The 2017-2018 Title meeting will take palce on November 17, 2017 at 8:30

- Offer a flexible number of meetings for parents.
(In the box below, briefly describe or bullet how this happens at your school.)

The school offers multiple parent meetings. Parents are encouraged to attend. All meetings are conducted bilingually.

- 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.
(In the box below, briefly describe or bullet how this happens at your school.)

Parents are invited to the monthly SSC meetings where the school plan and budget are discussed, developed and approved.
Monthly Padres Unidos meetings.



- Provides parents of Title I students with timely information about Title I programs.
(In the box below, briefly describe or bullet how this happens at your school.)

The school holds a yearly Title I meeting. Additionally, Title I funds and programs are discussed during the SSC meetings.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
(In the box below, briefly describe or bullet how this happens at your school.)

A Presentations is offered yearly. Additionally teachers hold individual conferences with families where they discuss curriculum, assesments and student proficiency levels.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
(In the box below, briefly describe or bullet how this happens at your school.)

Parents are invited to monthly SSC meeting when the concerns of title I students are discussed.
Parents are invited to montly Padres unidos meetings.
Parents attend conferences with teachers.
Parents are invited to montly PTSA meetings.

School-Parent Compact

(Name of school) Melrose Leadership Academy :

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



- 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.

(In the box below, briefly describe or bullet how this happens at your schools.)

Parents are encouraged to attend all parent meetings. All meetings are conducted bilingually.

- 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.

(In the box below, briefly describe or bullet how this happens at your school.)

Parents receive a bilingual school calendar listing all school activities. They also receive robo-calls and texts in their primary language reminding them of upcoming meetings and activities.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

(In the box below, briefly describe or bullet how this happens at your school.)

School provides training requested by Title I parents.

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.

(In the box below, briefly describe or bullet how this happens at your school.)

Parents have access to a bilingual parent handbook. We also hold monthly meetings.



Building Parent Capacity for Involvement

(Name of school) Melroe 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(In the box below, briefly describe or bullet how this happens at your school.)

This is done through a parent meeting conducted bilingually.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
(In the box below, briefly describe or bullet how this happens at your school.)

Teachers meet with parents to provide material and training to support students academic achievement.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
(In the box below, briefly describe or bullet how this happens at your school.)

Teachers attend training on how to work with parents and conduct home visits.



Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) Melrose Leadership School Site Council on (Date) 12/14/17 and will be in effect for the 2017-18 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The (Name of school) Melrose Leadership '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.

Mayra Conti
(Principal's Signature)

12/15/17
(Date)

Home-School-Community Pledge

MLA School Pledge	Parent Pledge	Student Pledge
<p>We believe that: All students are capable of achieving greatness in their learning</p> <ul style="list-style-type: none"> ➤ all students should be held to high standards and supported to achieve them ➤ education should be empowering for the students and the community ➤ education should be inclusive and respectful of everyone's participation ➤ education should promote social justice ➤ education should prepare individuals to make choices in their lives ➤ education should be a collective, collaborative process ➤ education should build confidence, integrity, encourage social engagement and a deep understanding of the world ➤ students should be reflective learners, aware of their own strengths and weaknesses ➤ education should be transformative ➤ education should develop critical and compassionate thinking ➤ education should nurture limitless imagination and creativity ➤ We will maintain open communication regarding community events, school and classroom needs and school policies. Classroom placement decisions are made based on the needs of the child. 	<p>I believe that parents and family are the first and most important teachers. To support my child's learning and success in school, I will:</p> <ul style="list-style-type: none"> ➤ send my child to school every day ➤ make sure that my child gets adequate sleep and has a healthy diet ➤ provide a quiet place and time for my child to do homework, and review their homework ➤ promptly respond to messages from my child's school ➤ attend Back to School Night, Parent-Teacher-Student conferences, EXPO, and other school events ➤ help my child's school however possible ➤ endeavor to participate in the total school program ➤ sign in the office when visiting my child's school ➤ ensure that my child and I read at least 30 minutes per day ➤ support my child in school to address barriers to learning ➤ limit the time that our household watches television or plays video games ➤ volunteer for a minimum of two hours per month ➤ make sure my child dresses in a manner consistent with the school and district dress code policies ➤ share ideas to help continue growing a united community 	<p>I believe I will be successful in school, and to show this I will:</p> <ul style="list-style-type: none"> ➤ take responsibility for my own education ➤ come to class on time every day ➤ come to school ready to learn ➤ model behaviors that promote learning ➤ demonstrate the MLA Habits of Heart and Mind ➤ be responsible for my own behavior ➤ be a cooperative learner ➤ ask for help when I need it ➤ carry information between school and home ➤ regularly return my completed homework on time ➤ read or be read to in English or Spanish at home at least 30 minutes every day ➤ work to resolve conflicts in a peaceful manner

MLA Community Pledge

We will work together as a community to support and nurture creative, high-achieving, thoughtful, self-motivated learners, actively involved in their own learning in order to transform the school, their community and the world.



2017-2018

School Site Council Membership Roster – Elementary

School Name: **Melrose Leadership Academy**

Chairperson : Tarrell Gamble
Vice Chairperson: Andrea Lowe
Secretary: Ellie Gladstone

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Tarrell Gamble				X
Andrea Lowe				X
Ellie Gladstone				X
Kirstin Hernandez				X
Tara Stoop				X
Sheila Loarca			X	
Lindsey Pothast		X		
Evelyn Ramirez		X		
Hilda Bucio		X		
Emily Bean		X		
Anna Rich				X
Moyra Contreras	X			

Meeting Schedule (day/month/time)	2nd Thursday of Every month 5:30-7pm
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SSC Legal Requirements: (Ed. Code 52852)

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

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