

Board Office Use: Legislative File Info.	
File ID Number	26-1356
Introduction Date	6/24/26
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Melrose Leadership Academy

Ask of the Board Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for Melrose Leadership Academy.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2026-2027 School Plan for Student Achievement (SPSA) for Melrose Leadership Academy

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

- Title I Schoolwide Program Comprehensive Support & Improvement (CSI) Grant Additional Targeted Support & Improvement
- Title I Targeted Assistance Program Local Control Funding Formula Equity Multiplier Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 3/30/2026

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, ParentSquare blasts, etc.)

Signatures:

Jonathan Mayer	<i>Jonathan Mayer</i>	4/23/2026
<i>Principal</i>	Signature	Date
Carina Lieu	<i>Carina Lieu</i>	
<i>SSC Chairperson</i>	Signature	Date
<i>SELLS Representative (optional)</i>		
	Signature	Date
Monica Thomas	<i>Monica Thomas</i>	04/27/2026
<i>Network Superintendent</i>	Signature	Date
Lisa Spielman	<i>Lisa Spielman</i>	4/27/26
<i>Director, Strategic Resource Planning</i>	Signature	Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/15/2026	SSC	Reviewed data and identified school needs, Conducted mid-year or final SPSA review
3/2/2026	SSC	Reflected on progress and challenges, Reviewed data and identified school needs, Facilitated group feedba
3/3/2026	ILT	

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

Transitional Students and Families Unit

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. 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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth have access to all rights granted to them under California 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).
- **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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$237,440
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$702,260

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program Resource 3010	\$233,200
Title I Parent & Family Engagement Resource 3010	\$4,240
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$237,440

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$702,260

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$45,100
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$148,177
Community Schools Grant (CCSPP) Resource 6332	\$0
Proposition 28 (Arts & Music in Schools) Resource 6770	\$121,543
SUBTOTAL OF STATE & LOCAL FUNDING:	\$464,820

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Melrose Leadership Academy		School ID: 235
CDS Code: 1612596118640	SSC Approval Date:	Board Approval Date: 6/24/2026

School Mission and Vision

VISION:

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

MISSION:

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

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

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

- Respect, compassion and kindness
- Cooperation and Collaboration

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

- Curiosity and Joy of Learning
- Reflection
- Persistence

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

- Organization and Preparation
- Leadership and Service

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

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

Newcomers, students with disabilities/IEPs, and ELLs still do not have equitable access to funding, effective and experienced teachers, and wrap around supports. There continues to be a need to fund positions, train teachers and implement and refine instructional strategies that support the specific academic and socioemotional needs of these student groups. We are working to support these groups intentional professional development and curriculum adoption/alignment that support teachers to better differentiate instruction for these student groups, and will work to better coordinate academic and socioemotional supports for students with IEPs and newcomers.

School Demographics, 2024-25								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
47.5%	3.2%	71.6%	0.0%	15.2%	12.9%	59.7%	31.7%	5.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
51.3%	7.2%	0.4%	0.7%	0.1%	0.1%	54.6%	6.9%	96.1%

1B: GOALS & IDENTIFIED NEEDS

LCAP Goal 1: All students graduate college, career, and community ready.

School Goal: By May 2027 57% of 2-5 students will be at or above the Biliteracy Zone* 45% of 3rd-5th Grade Students will be at grade level on I-Ready Math Increase number of students at grade level in I-Ready math.

Identified School Need: Teachers need the knowledge and skills to effectively teach and assess reading, and respond to identified needs in the data. Increase number of students with phonics; 80% of eligible 2nd grade students will pass at least 6 SIPPS Mastery Tests by February.

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students		0.0%	N/A	n/a	n/a
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students		0.0%	N/A	n/a	n/a
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	56.3%	82.3%	78.0%	80%	88%

English Language Arts Measures & Targets						
Measure *SBAC & CAST data exclude participation penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	All Students	6.7	5.0	-6.8	9.70	10.0
SBAC ELA Participation	All Students	96.5%	93.6%	96.5%	95.0%	97.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	60.0%		56.6%	58.0%	60.0%
Mathematics/Science Measures & Targets						
Measure *SBAC & CAST data exclude participation penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-21.0	-35.1	-35.1	-10.0	-10.0
SBAC Math Participation	All Students	88.4%	88.4%	94.8%	95.0%	96.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	32.1%	34.3%	44.1%	45.0%	50.0%
California Science Test (CAST) Participation	All Students	91.8%	97.2%	97.9%	95.0%	96.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal: LTELs will grow by at least one level on the ELPAC year over year. In iReady and SBAC, our ELL and A/A students will grow by at least 1 grade level or more in English Reading and Math.

Identified School Need: Ensure structures are in place for daily Designated ELD and SLD: we need to be purposeful about our language allocation. Staff will engage in professional development with the support from the ELLMA office.

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-87.4	-81.5	-79.4	-70.0	-60.0
SBAC ELA Distance from Standard Met	African American Students	-20.1	-37.9	-33.2	-10.1	-10.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	34.6%		36.1%	70.4%	45.0%
SBAC Math Distance from Standard Met	Special Education Students	-60.7	-88.3	-95.9	-10.0	-75.0
SBAC Math Distance from Standard Met	African American Students	-69.0	-83.1	-81.2	-40.0	-40.0

Reclassification Measures & Targets **Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	17.9%	25.5%	14.1%	25.0%	20.0%
LTEL Reclassification	Long-Term English Learners	29.4%	40.7%	13.9%	34.0%	20.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.

School Goal: Increasing Student Attendance by 1% to 95.7% student attendance.

Identified School Need: Strengthening Student Belonging: Professional learning time is provided for teachers to learn how to create and implement a positive and culturally responsive classroom culture.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Student Connectedness to School	All Students	76.7%	65.9%	54.9%	85.0%	55.0%
Out-of-School Suspensions	All Students	0.7%	0.3%	0.3%	0.5%	0.3%
Out-of-School Suspensions	African American Students	0.0%	0.0%	0.0%	0.0%	0.0%
Out-of-School Suspensions	Special Education Students	2.6%	1.9%	1.0%	1.0%	1.0%
Chronic Absenteeism	All Students	44.8%	10.1%	11.3%	10.0%	9.0%
Chronic Absenteeism	African American Students	31.3%	3.3%	4.3%	5.0%	4.1%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal: Retain, support, and invest in a diverse staff that uplifts MLA's vision, with a focus on increasing and retaining Black staff.

Identified School Need: We want all staff to be high quality, stable, and reflective of Oakland's rich diversity. "Students and families feel welcomed, safe, healthy, and engaged."
 1. Retention of our Black students and staff members through an inclusive and supportive culture
 2. Create comprehensive systems around supporting our growing Newcomer population for TK-8

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	76.6%	76.7%	78.9%	80.0%	90.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	By May 2027 57% of 2-5 students will be at or above the Biliteracy Zone* 45% of 3rd-5th Grade Students will be at grade level on I-Ready Math Increase number of students at grade level in I-Ready math.	We are doing both Lectura and SIPPS and have very strong Tier 2 interventions in place with the Three reading tutors, who are getting excellent coaching; Classroom teachers are implementing the Benchmark and Lectura curriculum;
<i>LCAP Goal 2:</i>	LTEs will grow by at least one level on the ELPAC year over year. In iReady and SBAC, our ELL and A/A students will grow by at least 1 grade level or more in English Reading and Math.	We have codified grades 3-8 with adding a 4th teacher and are teaching ELD with a focus on the lowest ELL students being leveled in smaller groups with two teachers who are providing targeted designated ELD; we are strategically regrouping as the students improve.
<i>LCAP Goal 3:</i>	Increasing Student Attendance by 1% to 95.7% student attendance.	We have student attendance incentives; we have exciting PE and playground activities; our electives in middle school are very popular; we meet with families who are at the chronic absence/at risk absence level and discuss the importance of consistent attendance.
<i>LCAP Goal 4:</i>	Retain, support, and invest in a diverse staff that uplifts MLA's vision, with a focus on increasing and retaining Black staff.	We have focussed on this and had an amazing Personnel Committee and it looks like our staff retention will be about 90% this year!
Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	By May 2027 57% of 2-5 students will be at or above the Biliteracy Zone* 45% of 3rd-5th Grade Students will be at grade level on I-Ready Math Increase number of students at grade level in I-Ready math.	We have a number of students who are not reading and completing grade level books in Spanish, or in English or in both languages.
<i>LCAP Goal 2:</i>	LTEs will grow by at least one level on the ELPAC year over year. In iReady and SBAC, our ELL and A/A students will grow by at least 1 grade level or more in English Reading and Math.	Link statement of challenges to our budget priorities - Coverage for Math - EEIP; small group for ELD EEIP necessary; grade level planning time EEIP; Peer observation to implement best practices: EEIP and STIP
<i>LCAP Goal 3:</i>	Increasing Student Attendance by 1% to 95.7% student attendance.	Community school manager possible Case Manager if our budget allows (PIF monies)
<i>LCAP Goal 4:</i>	Retain, support, and invest in a diverse staff that uplifts MLA's vision, with a focus on increasing and retaining Black staff.	There are not a high percentage of jobs for non-bilingual educators, so our staff and positions will always be predominately for bi-lingual Spanish speaking teachers

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Melrose Leadership Academy

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the **current** SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

We have been able to focus on more phonetics and lectura - general phonics in lower grades with consistent SIPPS - English phonics in grades 3-5 and MS as needed. We have also been able to level our ELD groupings in grades 3-8 to get more targeted intervention. We have prioritized grade level planning time and grade span (TK-2, 3-5, 6-8). There has been some challenges with holding specific grade level times to look at math -

Describe and explain the **effectiveness** of the strategies and actions to achieve the articulated goals.

Our early Literacy data continues to be very high - with most students knowing letter sounds, phonics and phonemes in both languages. Our ELD has allowed us to level students and provide more consistent ELD instruction. We will need to continue breaking grades 3-5th into four groups and supporting the lower ELL students; we need to continue providing Push-in support for our newcomers in grades 6-8

Describe any **changes** that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

We will need to reduce the number of initiatives so we can support all teachers to focus on a couple of key strategies: Grade Level Planning Time, with a focus on Talking protocols and increasing student production;

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p>Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p>Target Addressed by Expenditure</p>	<p>Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p>What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p>Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>Teacher extended contract</p>	<p>Student Connectedness to School</p>	<p>Teachers interview students and families - African American, New Comer and Special Ed student families to get feedback around belonging and experiences at the school</p>	<p>These interviews give great feedback. Based on interviews with black families, about 80% of our black students are feeling more comfortable at school. Unfortunately, only about 28% of our indiginous families are feeling welcomed at the school.</p>	<p>We will work to build relationships and interview our Indiginous families to see how we can better support them.</p>
<p>EEIP Teacher</p>	<p>ELL Reclassification</p>	<p>Cover classes for IEP's; Pull Small Groups; teach Electives</p>	<p>Over 85% of students are active at recess Tk-5 and over 78% of students in Middle School are active during recess. All teachers are able to meet with their teams and hold data conferences and all teachers are able to pull students individually and do mandated district assessment, such as Benchmark and MClass</p>	<p>We will continue with the same position: It has allowed connectedness for students at risk, continuity of</p>
<p>EEIP TEacher</p>	<p>Student Connectedness to School</p>	<p>Cover Classes for Grade Level Collaboration; Support Small Group and push-insupport in ELD Classes; Lead a weekly prep for PE/school based play at Sherman campus</p>	<p>We are able to provide release time for teachers to do district assessments - in both languages - 95% completion rate of all district assessments TK-3 in lectura and MClass and Benchmark</p>	<p>We can continue to provide coverage, use EEIP teachers for IGNITE programming, and build upon grade level release time for Peer Observation as we look to implement EL or SEAL more next year</p>

refreshments for parent night	Student Connectedness to School	Parent Reading Nights	We increased the number of families participating - 25 families; It is still often the families that have more social capital that come to these evenings	Continue reaching out and recruiting our Indigenous families; change the time of the meetings to just after drop off instead of in the evening - have a series of meetings.

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School: Melrose Leadership Academy	SCHOOL ID: 235
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3: SCHOOL STRATEGIES & ACTIVITIES [Click here for guidance on SPSA practices](#)

LCAP Goal 1: All students graduate college, career, and community ready.

School Goal: By May 2027 57% of 2-5 students will be at or above the Biliteracy Zone* 45% of 3rd-5th Grade Students will be at grade level on I-Ready Math Increase number of students at grade level in I-Ready math.

Identified Need: Teachers need the knowledge and skills to effectively teach and assess reading, and respond to identified needs in the data. Increase number of students with phonics; 80% of eligible 2nd grade students will pass at least 6 SIPPS Mastery Tests by February.

#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	SPED Students	Academic	Tier 3 - Intensified
1-2	New teachers attend foundational curricula training and/or new teacher institute.	All Students	Academic	Tier 1 - Universal
1-3	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	All Students	Academic	Tier 1 - Universal
1-4	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 - Universal
1-5	Monthly MTSS trainings (the first Friday of the month) to support our highest need learners with Tier 2 and Tier 3 academic and behavioral interventions, COST referrals, and grade level APOYO trackers.	All Students	Academic	Tier 1 - Universal

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal: LTELs will grow by at least one level on the ELPAC year over year. In iReady and SBAC, our ELL and A/A students will grow by at least 1 grade level or more in English Reading and Math.

Identified Need: Ensure structures are in place for daily Designated ELD and SLD: we need to be purposeful about our language allocation. Staff will engage in professional development with the support from the ELLMA office.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	In grades 3rd-8th, targeted Spanish Language Development (SLD) will support A/A students by strengthening their language skills and improve SBAC ELA scores.	AA students	Academic	Tier 1 - Universal
2-2	Use of Content-Language objectives for all content areas (including language forms and functions) through structured professional development.	All Students	Academic	Tier 1 - Universal
2-3	Ensure the designated ELD and SLD is in the master schedule (for elementary, including a system for leveled instruction of Emerging, Bridging, and Expanding ELLs) and create systems of accountability via ILT (such as walkthroughs) to ensure that language instruction is happening at scheduled times, using district-adopted curriculum.	English Learner Students	Academic	Tier 1 - Universal
2-4	Teachers identify struggling readers and support comprehension and vocabulary with daily access to complex grade-level texts. Teachers engage with students in fluency practice during SSR time, and model comprehension strategies (such as clarifying words, making predictions, responding to a reading log).	All students	Academic	Tier 2 - Supplemental
2-5	Create targeted intervention in the form of phonics small groups, ELD small groups, push-in support and pull-out support for newcomer students, ELLs, and LTELs. Each grade 3rd-8th will have an additional adult supporting English language instruction (beyond base allocated teachers).	English Learner Students	Academic	Tier 2 - Supplemental

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.

School Goal: Increasing Student Attendance by 1% to 95.7% student attendance.

Identified Need: Strengthening Student Belonging: Professional learning time is provided for teachers to learn how to create and implement a positive and culturally responsive classroom culture.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Student Well Being: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly and respond to flagged Sown to Grow reflections by checking in with students' Crew teachers and/or counselor.	All Students	Academic	Tier 1 - Universal
3-2	Create an attendance team that meets regularly. Discuss chronic issues during COST.	English Learner Students	Academic	Tier 2 - Supplemental
3-4	Provide targeted intervention for students who are chronically absent.	English Learner Students	Academic	Tier 3 - Intensified
3-5	Increase parent engagement for student connectedness to school.	All Students	Behavioral	Tier 1 - Universal
3-6	Create incentives for attendance.	All Students	Behavioral	Tier 1 - Universal
3-7	Provide a robust after school program, aligned to school day and providing families with additional support.	All Students	Behavioral	Tier 1 - Universal
3-8	Provide exciting electives, such as Band, Art, Choir, Leadership etc. in middle school.	Middle School	Academic	Tier 1 - Universal
3-9	Provide safe, playful and joyous environment for all recesses, including lunch recess.	All Students	Behavioral	Tier 1 - Universal

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal:		Retain, support, and invest in a diverse staff that uplifts MLA's vision, with a focus on increasing and retaining Black staff.		
Identified Need:		We want all staff to be high quality, stable, and reflective of Oakland's rich diversity. "Students and families feel welcomed, safe, healthy, and engaged." 1. Retention of our Black students and staff members through an inclusive and supportive culture 2. Create comprehensive systems around supporting our growing Newcomer population for TK-8		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Work with District Talent Division to Recruit and Retain new staff through the Oakland Teaching partnership programs	All Students	Academic	Tier 1 - Universal
4-2	Assertively recruit African American candidates.	All Students	Academic	Tier 1 - Universal
4-3	Identify a leader on site (principal/AP/TSA) whose role it will be to support your new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year.	All Students	Academic	Tier 1 - Universal
4-4	Provide mentors with structure and a Rubric on how to work with their mentees.	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Provide professional development for staff related to anti-racism and implicit bias so that teachers can evaluate their internal bias and how it contributes to disproportionality their classroom settings	African American	SEL / Mental Health	Tier 1 - Universal
5-2	Provide professional development on high leverage teaching strategies. Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	African American	Academic	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>ELL Progress Data</i>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Establish time for designated ELD in daily schedule for all ELL students TK-5 definitely in grades 3-8 and update groups as needed	English Learner Students	SEL / Mental Health	Tier 1 - Universal
6-2	ILT conducts an ELL data dive at least 2x/year to evaluate and adjust language program and instruction	English Learner Students	Academic	Tier 1 - Universal
6-3	Create Vertical Alignment throughtout the grade levels for ELD instructions - 3rd-5th more so vertical alignment; Grades 6-8 is focussed on Leveling as a whole Middle School -= Possible growth area 3-5th - grades 3rd and 5th are getting pulled regularly; growth area to have 4th grade pull ELD groups more regularly	English Learner Students	Academic	Tier 1 - Universal
6-4	Determine which grades, in addition to Middle school will level students by CELDT levels	English Learner Students	Academic	Tier 2 - Targeted
6-5	Have Newcomer NTEL position to provide targeted intervention in small groups, grades 3-8: This is happening:	English Learner Students	Academic	Tier 2 - targeted
6-6	Next Step - use district ELD curriculum Also send more folks to week long Summer Glad training that the district provides.	English Learner Students	Academic	Tier 2 - targeted
6-7	Have SIPPS implemented grades 2-8 as is needed for all students who need English Phonics: This is happening and we have added Ignite	English Learner Students	Academic	Tier 2 - Targeted
6-8	Have 30 students participate in Ignite 15 at each site	All Students	Academic	Tier 2 - Targeted
6-9	?????MLA to become part of the Dual Language SEAL cohort for high engagent bi-lingual instruction????	English Learner Students	Academic	Tier 1 Universal

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 235

School: Melrose Leadership Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
after school program -all students and families: Creating continuity between the school day and after school program.	\$148,177	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			Provide a robust after school program, aligned to school day and providing families with additiona support	235-1
Art Teacher: Students grades 3-8 will benefit from an art teacher and MS students from a choice of Art in Middle school for all students	\$99,765	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	2274	Teacher Education Enhancement	1.00			Provide exciting electives, such as Band, Art, Music, etc. in middle school	235-2
Cantare music program in grades Tk-2	\$21,778	Arts & Music in Schools (Proposition 28)	5825	Consultants			0.00			Provide exciting electives, such as Band, Art, Music, etc. in middle school	235-3
after school program -all students and families: Creating continuity between the school day and after school program.	\$150,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Provide a robust after school program, aligned to school day and providing families with additiona support	235-4
Extended contracts for teacher planning and implmenting goals: all students, especiallys furthest from the sphere of success	\$15,100	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends			0.00			Provide professional development for staff related to anti-racism and implicit bias so that teachers can evaluate their internal bias and how it contributes to disproportionality their classroom settings	235-5
Purchasing Supplies all students, paper,pencils, overhead projectors	\$30,000	LCFF Supplemental	4310	School Office Supplies			0.00			Monitor and support the implemenation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	235-6
All teachers Tk-5 benefit; Provides coaching support to 5 teachers, pulls data for teachers TK-5, and leads Tk-5 Professional Development	\$155,893	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	11058	TSA 11Mon 12Pay	1.00			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	235-7
Community School Manager: Provide SEL schoolwide, assemblies, RJ circles, attendance support, lead of Culture and Climate: All students	\$39,759	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	3480	Prog Mgr Community Schools11	0.25			Increase parent engagement for student connectedness to school	235-8
Community School Manager: Provide SEL schoolwide, assemblies, RJ circles, attendance support, lead of Culture and Climate: All students	\$55,663	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	3480	Prog Mgr Community Schools11	0.35			Increase parent engagement for student connectedness to school	235-9
Community School Manager: Provide SEL schoolwide, assemblies, RJ circles, attendance support, lead of Culture and Climate: All students	\$63,615	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	3480	Prog Mgr Community Schools11	0.40			Increase parent engagement for student connectedness to school	235-10

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 235

School: Melrose Leadership Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
All TK students: Para educator to support TK classroom	\$39,949	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	11066	Paraeducator, Special Ed & TK	0.80			Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	235-11
Hire a librarian to provide Library for 50 minutes weekly to all students Tk-5, to select books, choose and teach just right books, and provide teachers with a Common Prep time for planning	\$15,552	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	0075	Teacher Education Enhancement	0.10			Increase parent engagement for student connectedness to school	235-12
To provide Weekly PE to students in Gradesd TK-5	\$39,906	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	7549	Teacher Structured Eng Immersn	0.40			Provide safe , playful and joyous environment for lunch recess and all recess	235-13
To provide Art to students in grades Tk-2nd grade weekly and teachers a common prep time	\$66,126	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	10161	Teacher Education Enhancement	0.50			Provide exciting electives, such as Band, Art, Music, etc. in middle school	235-14
Hire a librarian to provide Library for 50 minutes weekly to all students Tk-5, to select books, choose and teach just right books, and provide teachers with a Common Prep time for planning	\$108,864	Measure G, Library Support	1105	Certificated Teachers' Salaries	0075	Teacher Education Enhancement	0.70			Create robust, standards based lessons, with scaffolding and targeted designated ELD	235-15
To provide Band to students grades 3-5 weekly and a an elective, daily for students in grades 6-8 that choose band	\$135,205	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10156	Teacher Education Enhancement	1.00			Provide exciting electives, such as Band, Art, Music, etc. in middle school	235-16
To Hire an additional teacher in MS to maintain lower class size and to provide Spanish to all students in Grades 6-8	\$64,847	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1105	Certificated Teachers' Salaries	6577	Teacher Structured Eng Immersn	0.65			Create Vertical Alignment throughtout the grade levels for ELD instructions - 3rd-5th more so vertical alignment; Grades 6-8 is focussed on Leveling as a whole Middle School -- Possible growth area 3-5th - grades 3rd and 5th are getting pulled regularly; growth area to have 4th grade pull ELD groups more regularly	235-17
supplies or parent refreshments	\$1,047	Measure G1: Districtwide Teacher Retention & Middle School Improvement	4399	Unallocated			0.00			Create incentives for attendance	235-18
To Provide PE to Middle School Students	\$59,859	PTA/PTO Donations	1105	Certificated Teachers' Salaries	7549	Teacher Structured Eng Immersn	0.60			Create robust, standards based lessons, with scaffolding and targeted designated ELD	235-19
TK-5 A trained para to support recesses Tk - 2 all day long for recess and any conflicts at recess and to support student ownership of recess	\$29,073	PTA/PTO Donations	2205	Classified Support Salaries	7747	School Enrichment Recess Coach	0.40			Provide safe , playful and joyous environment for lunch recess and all recess	235-20



Title I, Part A School Parent and Family Engagement Policy 2025-2026

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Melrose Leadership Academy

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD FAMILY ENGAGEMENT STANDARD 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Back to School Night, Monthly Newsletters, Parent Square Blurbs, SST Meetings

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Parent education on how to support their children with learning during: SST, 504, and IEP meetings. Back to School Night, Blurbs in News Letters, Access to online learning platforms

OUSD FAMILY ENGAGEMENT STANDARD 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Communicating during monthly Coffee on the Curb gatherings.
- The school communicates to families about the school's Title I, Part A programs by:



- Communicating during monthly Coffee on the Curb Meetings, SST Meetings, 504 Meetings, and IEP Meetings

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Online access to student test scores. Scores posted on Aeries Students Management system. Online access to curriculum. Weekly classroom newsletter to parents on what is happening in the classroom.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Through Parent Square, Mayer's Monthly Memo to Parents

OUSD FAMILY ENGAGEMENT STANDARD 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Huge PTSA involvement: Monthly garden clean up gatherings, Parents Welcome students to the school, Parents support reading in the lower grades, Weekly volunteer day on Wednesday mornings.

OUSD FAMILY ENGAGEMENT STANDARD 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Sending IReady access home. Providing Chrome Books. Providing examples of how to explain Curriculum to students. Extra support during SST, 504, and IEP meetings.

OUSD FAMILY ENGAGEMENT STANDARD 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Professional development trainings, PTA meetings and SSC meetings

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:



- Holding monthly SSC meetings, PTA meetings, teachers, communicate through Parent Square, and parents are welcome to visit teachers during office hours.
- The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school’s Title I, Part A programs and the School Parent and Family Engagement Policy by:
 - Providing all communications in Spanish and English, bilingual Community School Manager, Front office Staff who are bilingual, all bilingual leadership.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Providing all communications in Spanish and English, bilingual Community School Manager, Front office Staff who are bilingual, all bilingual leadership. Providing translations services for families who don’t speak Spanish or English.

The school provides support for parent and family engagement activities requested by parents by:

- Doing surveys in Spanish and English to gather their ideas. Running School Site meeting to get parent input.

OUSD FAMILY ENGAGEMENT STANDARD 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Helping parents access health care and immigration services. Translating materials for parents.

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on the School Plan for Student Achievement (SPSA) to the Strategic Resource Planning Office.

ADOPTION

This policy was jointly developed and adopted by the Melrose Leadership Academy on September 4th, 2025 and will be in effect for the period August 11, 2025 through May 28th, 2026.

The school will distribute this policy to all parents on or before September 30th, of the current school year.

Jonathan mayer
Name of Principal

Jonathan Mayer
Signature of Principal

9.05.25
Date



Título I, Parte A Política de participación de padres y familias en la escuela

Todas las escuelas de Título I desarrollarán conjuntamente una política escrita de participación de padres y familias con aportes y distribución a todos los padres y miembros de la familia. Esta política describe los medios para llevar a cabo los requisitos designados de participación de padres y familias del Título I, Parte A.

Melrose Leadership Academy

acuerda implementar las siguientes prácticas de participación, de acuerdo con

Estándares del Distrito Escolar Unificado de Oakland para una participación familiar significativa:

ESTÁNDAR 1 DE PARTICIPACIÓN FAMILIAR DE OUSD: Programa educativo para padres/cuidadores

Las familias reciben apoyo con habilidades de crianza y crianza de niños, comprensión del desarrollo de niños y adolescentes y establecimiento de condiciones en el hogar que apoyen a los niños como estudiantes en cada edad y nivel de grado.

- La escuela brinda a los padres asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos mediante:
- Noche de regreso a clases, boletines informativos mensuales, anuncios de Parent Square, reuniones de SST

La escuela apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes e involucrar a los padres en interacciones significativas con la escuela al:

- Educación para padres sobre cómo apoyar a sus hijos con el aprendizaje durante: reuniones de SST, 504 y IEP. Noche de regreso a clases, anuncios en boletines informativos, acceso a plataformas de aprendizaje en línea

ESTÁNDAR 2 DE PARTICIPACIÓN FAMILIAR DE OUSD: Comunicación con padres y cuidadores

Las familias y el personal de la escuela participan en una comunicación significativa, bidireccional y regular sobre el aprendizaje de los estudiantes.



La escuela comunica a las familias sobre la Política de participación de padres y familias de la escuela mediante:

- Convocar una reunión anual, en un momento conveniente, a la que se invitará y alentará a todos los padres a asistir, para informar a los padres sobre la participación de su escuela en el Título I, Parte A y para explicar los requisitos del programa y el derecho de los padres a participar.
- Comunicarse durante las reuniones mensuales de Coffee on the Curb.
- La escuela comunica a las familias sobre los programas Título I, Parte A de la escuela mediante:
- Comunicarse durante las reuniones mensuales de Café en la Acera, reuniones de SST, reuniones 504 y reuniones de IEP
- La escuela comunica a las familias sobre el plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que los estudiantes alcancen mediante:

Acceso en línea a los resultados de los exámenes de los estudiantes. Puntajes publicados en el sistema de gestión de estudiantes Aeries. Acceso en línea al plan de estudios. Boletín semanal de aula para padres sobre lo que sucede en el aula.

- La escuela distribuye información relacionada con los programas escolares y para padres, reuniones, informes escolares y otras actividades a los padres en un formato e idioma que los padres comprendan mediante:
- A través de Parent Square, el memorando mensual de Mayer para los padres

ESTÁNDAR 3 DE PARTICIPACIÓN FAMILIAR DE OUSD: Programa de voluntariado para padres

Las familias participan activamente como voluntarios y audiencias en la escuela o en otros lugares para apoyar a los estudiantes y los programas escolares.

La escuela brinda oportunidades para que las familias sean voluntarias en las aulas y otras actividades escolares al:

- Gran participación de la PTSA: reuniones mensuales para limpiar el jardín, los padres dan la bienvenida a los estudiantes a la escuela, los padres apoyan la lectura en los grados inferiores, día de voluntariado semanal los miércoles por la mañana.

ESTÁNDAR 4 DE PARTICIPACIÓN FAMILIAR DE OUSD: Aprendizaje en casa

Las familias participan con sus hijos en actividades de aprendizaje en el hogar, incluidas las tareas y otras actividades y decisiones relacionadas con el plan de estudios.



La escuela proporciona a los padres materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos al:

- Enviando acceso IReady a casa. Proporcionar libros Chrome. Proporcionar ejemplos de cómo explicar el plan de estudios a los estudiantes. Apoyo adicional durante las reuniones de SST, 504 e IEP.

ESTÁNDAR 5 DE PARTICIPACIÓN FAMILIAR DE OUSD: Poder y toma de decisiones compartidos

- Las familias y el personal escolar son socios iguales en las decisiones que afectan a los niños y las familias y juntos informan, influyen y crean políticas, prácticas y programas.

Con la ayuda de los padres, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios iguales al:

- Capacitaciones de desarrollo profesional, reuniones de la PTA y reuniones del SSC

La escuela brinda oportunidades para reuniones periódicas con un horario flexible que permite a los padres participar en las decisiones relacionadas con la educación de sus hijos al:

- Celebrar reuniones mensuales del SSC, reuniones de la PTA, los maestros, comunicarse a través de Parent Square y los padres pueden visitar a los maestros durante el horario de oficina.
- La escuela involucra a los padres de manera organizada, continua y oportuna en la planificación, revisión y mejora de los programas del Título I, Parte A de la escuela y la Política de participación de padres y familias de la escuela mediante:
- Proporcionando todas las comunicaciones en español e inglés, gerente de escuela comunitaria bilingüe, personal de recepción que es bilingüe, todos líderes bilingües.

La escuela brinda oportunidades para la participación de todos los padres, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios, mediante:

- Proporcionando todas las comunicaciones en español e inglés, gerente de escuela comunitaria bilingüe, personal de recepción que es bilingüe, todos líderes bilingües. Brindar servicios de traducción para familias que no hablan español o inglés.

La escuela brinda apoyo para las actividades de participación de padres y familias solicitadas por los padres mediante:

- Realización de encuestas en español e inglés para recoger sus ideas. Realizar una reunión en el sitio escolar para obtener opiniones de los padres.



ESTÁNDAR 6 DE PARTICIPACIÓN FAMILIAR DE OUSD: Colaboración y recursos comunitarios

Coordinar recursos y servicios para familias, estudiantes y la escuela con empresas, agencias y otros grupos, y brindar servicios a la comunidad.

La escuela coordina e integra el programa de participación de padres y familias del Título I, Parte A con otros programas y actividades, como centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos al:

- Ayudar a los padres a acceder a servicios de atención médica y de inmigración. Traducir materiales para padres.

Si un Plan Escolar de Título I no es satisfactorio para los padres, los padres pueden enviar cualquier comentario sobre el Plan Escolar para el Rendimiento Estudiantil (SPSA) a la Oficina de Planificación de Recursos Estratégicos.

ADOPCIÓN

Esta política fue desarrollada y adoptada conjuntamente por Melrose Leadership Academy el 4 de septiembre de 2025 y estará vigente durante el período del 11 de agosto de 2025 al 28 de mayo de 2026.

La escuela distribuirá esta política a todos los padres a más tardar el 30 de septiembre del año escolar actual.

Jonathan mayer
Name of Principal

Jonathan Mayer
Signature of Principal

9.4.25
Date



School-Parent Compact

Melrose Leadership Academy

2025-2026

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2025-26 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

Daily rigorous standards based instruction; teacher PD, support and coaching;

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Melrose Leadership Academy Holds Student led conferences in the fall, and holds second conferences for students who are struggling academically, as indicated by a GPA of below 2.5.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

Teachers put grades in Jumprope weekly; there are also both progress reports and quarterly grades. Parents and students can look at Jumprope at any time to get an update on student progress and grades. In grades K-5 report cards are distributed every 12 weeks - trimesters; in grades 6-8 grades are given quarterly.

- 4) Provide parents reasonable access to staff.**

Teachers have office hours and are available during their prep time. We do request parents request meetings in advance and give teachers 24 hours to both respond to requests as well as to set meetings.

- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

Teachers have office hours and are available during their prep time. We do request parents request meetings in advance and give teachers 24 hours to both respond to requests as well as to set meetings.

- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**

Assignments are posted on line with links to lessons when possible. Parents are welcome to come to office hours and ask questions. Parents can request information from teachers. Students bring home workbooks, such as math, with explanations as well as textbooks, which are available on line with examples.

- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

We provide staff professional development opportunities about community outreach, building relationships with parents and encourage all staff to call home both for positive and negative interactions with students in order to build relationships with parents.

- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

We encourage staff to make positive calls home when we are seeing progress; to share with parents when students are struggling to complete homework or classroom, and we have our front office staff, Ms. Adriana and Ms. Vaca at the Sherman and Maxwell sites, available to support calls in Spanish as well as reach out to OUSD district translators when other languages - arabic and vietnamese, for example -are needed.

Teacher Responsibilities

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

- Be CMS in my interactions with students, families and other staff members.

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time. *by ensuring 30 minutes of reading, movement, and math daily..]*

Make sure my child completes their homework and goes to teachers office hours as needed to master the learning material.

Student Responsibilities

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

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.
- Abide by the Melrose Leadership Academy Way, being MLA: Mindful, Lideres, Aprendiendo

This Compact was adopted by the Melrose Leadership Academy September 4, 2025, and will be in effect for the period of August 11, 2025 to May 28, 2026.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2025.

Jonathan Mayer

Jonathan Mayer

9.5.2025



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

Pacto entre la escuela y los padres

Melrose Leadership Academy

2025-2026

Este Pacto entre Escuela y Padres ha sido desarrollado conjuntamente con padres y miembros de la familia y describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán un asociación para ayudar a los niños a alcanzar los altos estándares académicos del estado de California.

Este Convenio entre escuela y padres está vigente para el año escolar 2025-26.

Responsabilidades escolares:

La escuela se compromete a llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- 1. Proporcionar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje efectivo y de apoyo que permita a los estudiantes atendidos bajo el Título I, Parte A cumplir con los exigentes estándares académicos del Estado de California.**

Instrucción diaria basada en estándares rigurosos; desarrollo profesional, apoyo y capacitación de docentes;

- 2. Celebrar conferencias de padres y maestros durante las cuales se discutirá este pacto en relación con el logro individual de cada niño.**

Melrose Leadership Academy lleva a cabo conferencias dirigidas por estudiantes en el otoño y segundas conferencias para estudiantes que tienen dificultades académicas, como lo indica un GPA inferior a 2,5.

- 3. Proporcionar a los padres informes frecuentes sobre el progreso de sus hijos y asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos.**

Los maestros ponen calificaciones en Jumprope semanalmente; También hay informes de progreso y calificaciones trimestrales. Los padres y estudiantes pueden consultar Jumprope en cualquier momento para obtener una actualización sobre el progreso y las calificaciones de los estudiantes. En los grados K-5, las boletas de calificaciones se distribuyen cada 12 semanas (trimestres); en los grados 6-8, las calificaciones se dan trimestralmente.

4. Proporcionar a los padres acceso razonable al personal.

Los maestros tienen horarios de oficina y están disponibles durante su tiempo de preparación. Solicitamos a los padres que soliciten reuniones con anticipación y les damos a los maestros 24 horas para responder a las solicitudes y programar reuniones.

5. Proporcionar a todos los padres y miembros de la familia, incluidos aquellos con dominio limitado del inglés y aquellos con discapacidades, oportunidades para ser voluntarios y participar en la clase de sus hijos, y observar las actividades del aula.

Los maestros tienen horarios de oficina y están disponibles durante su tiempo de preparación. Solicitamos a los padres que soliciten reuniones con anticipación y les damos a los maestros 24 horas para responder a las solicitudes y programar reuniones.

6. Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.

Las tareas se publican en línea con enlaces a lecciones cuando es posible. Los padres son bienvenidos a venir a la oficina y hacer preguntas. Los padres pueden solicitar información a los profesores. Los estudiantes llevan a casa libros de ejercicios, como de matemáticas, con explicaciones, así como libros de texto, que están disponibles en línea con ejemplos.

7. Educar a los miembros del personal sobre el valor de las contribuciones de los padres y familiares, y sobre cómo trabajar con los padres y familiares como socios iguales.

Brindamos al personal oportunidades de desarrollo profesional sobre extensión comunitaria, construcción de relaciones con los padres y alentamos a todo el personal a llamar a casa para tener interacciones positivas y negativas con los estudiantes a fin de construir relaciones con los padres.

8. Garantizar una comunicación bidireccional y significativa entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.

Alentamos al personal a hacer llamadas positivas a casa cuando veamos progreso; para compartir con los padres cuando los estudiantes tienen dificultades para completar la tarea o el salón de clases, y tenemos a nuestro personal de recepción, la Sra. Adriana y la Sra. Vaca en los sitios Sherman y Maxwell, disponibles para apoyar llamadas en español y comunicarse con el distrito de OUSD. traductores cuando se necesitan otros idiomas, como el árabe y el vietnamita.

Responsabilidades del maestro: Acepto apoyar el aprendizaje de mis estudiantes de las siguientes maneras:

- Comunicar expectativas claras de desempeño tanto a los estudiantes como a los padres.
- Esforzarse por abordar las necesidades individuales del estudiante.
- Proporcionar un ambiente de aprendizaje seguro, positivo y saludable.
- Ser CMS en mis interacciones con estudiantes, familias y otros miembros del personal.

Responsabilidades de los padres: Como padre, apoyaré el aprendizaje de mi hijo de las siguientes maneras:

- Ser voluntario en el salón de clases de mi hijo si es posible.
- Participar en decisiones relacionadas con la educación de mi hijo.
- Promover el uso positivo del tiempo extracurricular de mi hijo garantizando 30 minutos de lectura, movimiento y matemáticas diariamente.
- Asegurarme de que mi hijo complete su tarea y asista a las horas de oficina de los maestros según sea necesario para dominar el material de aprendizaje.

Responsabilidades del estudiante: Los estudiantes acuerdan llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- Llegar a la escuela a tiempo todos los días.
- Hacer mi tarea todos los días.
- Pido ayuda cuando la necesito.
- Respetar a mi escuela, compañeros de clase, personal, miembros de la comunidad y familia en todo momento.
- Respetar el estilo de Melrose Leadership Academy, siendo MLA: Mindful, Lideres, Aprendiendo

Este Pacto fue adoptado por Melrose Leadership Academy el 4 de Septiembre de 2025 y estará vigente durante el período del 11 de Agosto de 2025 al 28 de Mayo de 2026.

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participan en el programa Título I, Parte A antes del 30 de Septiembre de 2025.

Jonathan Mayer

Jonathan Mayer

9.4.2025



Melrose Leadership Academy ELEMENTARY SCHOOL

School Site Council Membership Roster

2025-2026

SSC - Officers

Chairperson:	Carina Lieu
Vice Chairperson:	Nancy Angel-Hurtado
Secretary:	Sydney Schantz

SSC - Members (Mark with a check the peer group that each member represents. Mark only one for each member.)

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Jonathan Mayers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Luz Salazar-Jed	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Sydney Schantz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Tim Marshall	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Andi Gonzalez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Kristina Mariscal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Carina Lieu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Kirstin Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Nancy Angel-Hurtado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Phoenix [REDACTED] (Student Representative)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	
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SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
- Parents/community members cannot be OUSD employees at the site.

