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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Melrose Leadership Academy

Ask of the Board Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for Melrose Leadership Academy.

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be 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 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 School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2024-2025 School Plan for Student Achievement (SPSA) for Melrose Leadership Academy



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2024-25 School Plan for Student Achievement (SPSA)

School: Melrose Leadership Academy
CDS Code: 1612596118640
Principal: Jonathan Mayer
Date of this revision: 5/20/2024

The School 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: Jonathan Mayer

Position: Principal

Address: 4730 Fleming Avenue
Oakland, CA 94619

Telephone: 510-535-3832

Email: jonathan.mayer@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/20/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

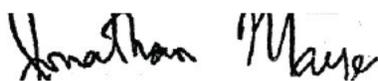
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School 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 School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/20/2024

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, ParentSquare blasts, etc.)

Signatures:

Jonathan Mayer		5/20/2024
<i>Principal</i>	Signature	Date
Alison Yin		8/15/2024
<i>SSC Chairperson</i>	Signature	Date
Monica Thomas		8/15/2024
<i>Network Superintendent</i>	Signature	Date
Lisa Spielman		5/20/24
<i>Director, Strategic Resource Planning</i>	Signature	Date

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/23/2024	School Site Council	In light of budget updates, revised vote on intended use of Title 1 funds. Reviewed projected Title 1 budget approximation and voted on intended use of Title 1 funds.
1/30/2024	School Site Council	In light of budget updates, revised vote on intended use of Title 1 funds.
3/5/2023	School Site Council	Rigorous discussion, discourse and advocacy both for and against how site funds were used.
3/12/2024	Site Leadership Team	Site Leadership Team Reflected on last year's SPSA and reassessed Needs Assessment. Identified Priority Strengths, Root Causes of challenges, Challenges and Root Causes of challenges
3/14/2024	ILT	Stages of ELD implementation reflection and action planning. Identified Priority Strengths, Root Causes of challenges, Challenges and Root Causes of challenges
3/19/2024	SSC	Needs Assessment was shared with SSC and it was voted on
4/16/2024	SSC	Review Draft of SPSA and solicit feedback from SSC
5/6/2024	SSC	Get Final Approval from SPSA from Site Council

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 Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, 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.

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 seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under 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).
- **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.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$129,500.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$749,381.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$126,000	LCFF Discretionary (General Purpose Discretionary #0000)	\$39,460
Title I, Part A Parent & Family Engagement (Title I #3010)	\$3,500	LCFF Supplemental (LCFF Supplemental #0002)	\$274,050
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$0	After School Education & Safety (ASES) (ASES #6010)	\$146,261
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	Community Schools Grant (CCSPP #6332)	\$0
		Proposition 28 (Arts & Music in Schools) (#6770)	\$95,753
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$64,357
SUBTOTAL OF FEDERAL FUNDING:	\$129,500		\$619,881

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$749,381.00
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2024-25 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: 5/20/2024	Board Approval Date: 8/14/2024

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.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Additional Targeted Support & Improvement for the following groups: Black/African American Students

The purpose of this schoolwide plan is to improve outcomes for consistently underperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

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, 2023-24

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
48.0%	4.3%	69.0%	0.0%	16.2%	12.1%	57.0%	27.0%	18.6%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
50.5%	7.8%	0.60%	0.8%	0.3%	0.0%	56.7%	12.2%	94.3%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	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 identify the 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
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	0.0%	not available until fall 2024	not available until fall 2025	n/a
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	0.0%	not available until fall 2024	not available until fall 2025	n/a
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	56.3%	not available until fall 2024	not available until fall 2025	65.0%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	6.7	not available until fall 2024	not available until fall 2025	9.7
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	60.0%	not available until fall 2024	not available until fall 2025	69.0%

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-21.0	not available until fall 2024	not available until fall 2025	-10.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	25.1%	not available until fall 2024	not available until fall 2025	30.0%

California Science Test (CAST) Standard Met or Exceeded	All Students	32.1%	not available until fall 2024	not available until fall 2025	35.0%
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LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	Our ELLs will grow by one and a half levels on the ELPAC over the years. On IReady our ELL students will grow by one year in English reading and math.; Our AA students will grow by more than one grade level on the I-Ready and SBAC assessments
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 ELLMA office's Stages of ELD tools, and fortify our language practices (ALAS, GLAD, Thinking Maps, scaffolds, Rally Coach etc.).

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-87.4	not available until fall 2024	not available until fall 2025	-70.0
SBAC ELA Distance from Standard Met	African American Students	-20.1	not available until fall 2024	not available until fall 2025	-10.1
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	34.6%	not available until fall 2024	not available until fall 2025	25.0%
SBAC Math Distance from Standard Met	Special Education Students	-60.7	not available until fall 2024	not available until fall 2025	-50.0
SBAC Math Distance from Standard Met	African American Students	-69.0	not available until fall 2024	not available until fall 2025	-40.0

Reclassification Measures & Targets **Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	17.9%	not available until fall 2024	not available until fall 2025	25.0%
LTEL Reclassification	Long-Term English Learners	29.4%	not available until fall 2024	not available until fall 2025	34.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Goal:	Increasing Student Attendance by 1% to 95. 7% student attendance;				
Identified School Need:	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	76.7%	not available until fall 2024	not available until fall 2025	85.0%
Out-of-School Suspensions	All Students	0.7%	not available until fall 2024	not available until fall 2025	0.50%
Out-of-School Suspensions	African American Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	2.6%	not available until fall 2024	not available until fall 2025	1.0%
Chronic Absenteeism	All Students	44.8%	not available until fall 2024	not available until fall 2025	10.0%
Chronic Absenteeism	African American Students	31.3%	not available until fall 2024	not available until fall 2025	5.0%

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
One-Year School Teacher Retention Rate	All Teachers	76.6%	not available until fall 2024	not available until fall 2025	80.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<i>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</i>	<i>We have a strong bi-lingual program starting in Tk with a 90-10 Dual Language Model. We provide consistent instruction based on quality curriculum as we shift from 90-10 Spanish English in lower grades to 50-50 from 4th grade on.</i>
LCAP Goal 2:	<i>Our ELLs will grow by one and a half levels on the ELPAC over the years. On IReady our ELL students will grow by one year in English reading and math.; Our AA students will grow by more than one grade level on the I-Ready and SBAC assessments</i>	<i>WE have identified areas of growth, espeically around ELL students and newcomers. We do have time built into the schedule to provide ongoing ELD instruction 2-3 days per week and some teachers teach core subjects in English, helping to push and support ELD. TSA's along with our Newcomer teacher are key to support ELD and SLD curriculum with more consistency throughout the school</i>
LCAP Goal 3:	<i>Increasing Student Attendance by 1% to 95. 7% student attendance;</i>	<i>We have a community school manager, a counselor, and a Newcomer Social Worker, as well as a culture and cliate team, and each grade does a daily "Crew" class to build community. We have a recess coach and focus on RJ with our community School manager and counselor, as well as our overall approach to discipline. We will have parent education evenings where parents learn about Iready, how to support homework and the dual langauge learning model.</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.</i>	<i>We have several TSA's that provide coaching to teachers, which is key to support new teachers, create quality PD and to retain existng staff. We have two stip subs that provide additional support and coverage for teachers to do additional assessments, and to ensure staff does not have to cover other people's classes. We are creating a pipeline with UC Berkeley's Master's in Ed program to hire futue teachers; We also have a pipleline with</i>
LCAP Goal 5	<i>To continue to have small class sizes in our middle school to provide high quality instruction in the core subject areas</i>	<i>Currently our middle school class size average is 23-24 students in all grades, 6-8th, providing a high teacher to student ratio and allowing for differentiation and targeted supporting during regluar, core classroom time.</i>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 2:	57% of 2-5 students will be at or above the Bilingual 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	Due to our language model, our students do not receive a very high percentage of their elementary education learning in English, which is especially challenging to become bi-literate in English with such limited instructional time in English.
LCAP Goal 3:	Our ELLs will grow by one and a half levels on the ELPAC over the years. On IReady our ELL students will grow by one year in English reading and math.; Our AA students will grow by more than one grade level on the I-Ready and SBAC assessments	We have students at many different levels and the middle school master schedule has had some challenges. We are identifying how to fit in PE daily, ELD daily, and Elective Daily, and still have three core subject areas (Spanish/Social Studies; Math; science/English) We will continue to align the master schedule in middle school. Additionally, current schedule in grades 3-5 include several Study Skills/homework help periods and smaller group time that we need to codify into clear ELD time. Need to support and train teachers in how to pull groups and for ELD.
LCAP Goal 4:	Increasing Student Attendance by 1% to 95.7% student attendance;	We only have one Community School Manager, and no Restorative Justice Coordinator, so most issues fall on CSM or counselor and with 700 students and issues at two different sites, it is challenging to be proactive: for example - holding weekly RJ circles in classrooms, creating RJ ambassadors, etc.
	Retain, support, and invest in a diverse staff that uplifts MLA's vision, with a focus on increasing and retaining Black staff.	We had to hire 12 new teachers in mid to late June, almost all of whom did not have teaching credentials in the US.
LCAP Goal 5	To continue to have small class sizes in our middle school to provide high quality instruction in the core subject areas	We have low enrollment in our middle school due to principal turnover the past few years and a lack of retention of our rising 6th graders, and a lack of recruitment for incoming 6th graders. Consequently, we have too many students for two core teachers per grade level in middle school (65-70), but not enough funding for three full time teachers per grade level.

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Melrose Leadership Academy

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 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.

Overall, we accomplished many of our goals. In K - 2nd, we set up small, targeted groups within the first month of school. 3rd - 8th groups were also set up, however, due to new staffing and training needs, this happened by October. We largely accomplished goal number 4 which is providing personalized support to our teachers. Every new teacher was paired with a TSA in a coaching relationship. We will continue to work on consistent PLC cycles. In terms of making MLA a more welcoming place for Black students we took many steps: we hired four black teachers, met with FOAD frequently to hear the need of our Black families, put in place an anti-hate speech policy, interviewed Black students on their experience at MLA, participated in the MLK Oratorical, and started anti-racism PD in the middle school. This work is ongoing in terms of making MLA more welcoming for our Black families. In terms of supporting our ELL students we made improvements in monitoring their progress and providing PD on how to imbed language instruction into all content areas. We are doubling up our efforts for next year in terms of supporting our English Language Learners as this is still a need.

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

See description above.

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.

Upon reflection, many of the strategies and actions were effective in accomplishing our goals. One thing that we can improve on is referereng back to the SPSA document throughout the year. We should share these goals and communicate them to the entire faculty and bring the goals to our ILT meetings to make sure that we are meeting them. There were some goals that we missed and we will prioritize for next year.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Extended Contracts	Staff Participation in Foundational Professional Learning	We did not use Title 1 monies for extended contracts during 2023-2024	N/A	We did not fund extended contracts out of Title 1 funds; we only funded reading intervention and a TSA position

Teacher, Bilingual	i-Ready Reading at or above Mid-Grade	Targeted Reading Intervention with students below grade level reading in spanish - grades 1 and 2	This is working. Small, targeted group intervention with a solid teacher, students are making progress and going from multiple years below to just below or at grade level	Unfortunately we need to discontinue this position due to the loss of 3.5 FTE for the 2024-25 school year
10-Month Classroom Teacher on Special Assignment (TSA)	SBAC Math Distance from Standard Met	Coaching 4th grade and 8th grade math; supported 5th grade maternity takeover; supported implementation of district math for grades 4-8th	It was challenging to have new teachers in 4th and 5th grade math in the fall; fifth grade teacher is back and things are going well with 5th grade math; new 4th grade teacher seeing much improvement in teaching practices, as well as in 8th grade math	We will continue to fund part of a TSA for the 2024-25 year

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Melrose Leadership Academy

SCHOOL ID: 235

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

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

School Goal:

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 identify the 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	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
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.	English Learner 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

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	Our ELLs will grow by one and a half levels on the ELPAC over the years. On IReady our ELL students will grow by one year in English reading and math.; Our AA students will grow by more than one grade level on the I-Ready and SBAC assessments			
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 ELLMA office's Stages of ELD tools, and fortify our language practices (ALAS, GLAD, Thinking Maps, scaffolds, etc.).			
#	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	Spanish Language Development for AA students which will strengthen their language skills and improve SBAC ELA scores	African American Students	Academic	Tier 1 - Universal
2-2	GLAD and Kagan high engagement (Rally Coach, for example) strategies targeted for AA students which will strengthen their math skills and improve SBAC Math scores	African American Students	Academic	Tier 1 - Universal
2-3	Train new teachers in and reinforce GLAD best practices during Faculty meetings; Ensure the designated ELD and SLD is in the master schedule.	English Learner Students	Academic	Tier 1 - Universal
2-4	Hold at least 3 PD Cycles looking at our data of ELLs.	English Learner Students	Academic	Tier 1 - Universal

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

School Goal: Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.

Identified Need: Increasing Student Attendance by 1% to 95.7% student attendance.

#	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 Connectedness: 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	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	Provide targeted intervention for students who are chronically absent.	African American 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

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:		The percent of African American teachers is consistent with the percent of African American students at our school. (7% or higher)		
#	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 [*Instructions & resources*](#)

#	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>Stages of ELD Implementation Self-Assessment</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	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

PROPOSED 2024-25 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 SPSS ACTIVITY	BUDGET ACTION NUMBER
4311 - Meeting Refreshments	\$1,000	LCFF Discretionary	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Staff Participation in Foundational Professional Learning	Create incentives for attendance	235-1
5610 - Equip Maintenance & Repairs	\$10,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Staff Participation in Foundational Professional Learning	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	235-2
School Enrichment Recess Coach	\$10,304	LCFF Discretionary	2205	Classified Support Salaries	7747	School Enrichment Recess Coach	0.2	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Student Connectedness: 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	235-3
4310 - Materials and Supplies	\$18,156	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide targeted intervention for students who are chronically absent.	235-4
4310 - Materials and Supplies	\$346	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Student Connectedness: 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	235-5
Noon Supervisor	\$7,222	LCFF Supplemental	2905	Other Classified Salaries	New	Noon Supervisor	0.15	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Create incentives for attendance	235-6
Noon Supervisor	\$9,629	LCFF Supplemental	2905	Other Classified Salaries	New	Noon Supervisor	0.2	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Create incentives for attendance	235-7

PROPOSED 2024-25 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
School Enrichment Recess Coach	\$10,304	LCFF Supplemental	2205	Classified Support Salaries	7747	School Enrichment Recess Coach	0.2	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Create incentives for attendance	235-8
Teacher Structured Eng Immersn	\$18,840	LCFF Supplemental	1105	Certificated Teachers' Salaries	7549	Teacher, Structured English Immersion	0.2	Goal 1: All students graduate college, career, and community ready.		Establish time for designated ELD in daily schedule for all ELL students TK-5	235-9
Teacher Education Enhancement	\$19,117	LCFF Supplemental	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.15	Goal 1: All students graduate college, career, and community ready.		Create incentives for attendance	235-10
Teacher STIP	\$62,667	LCFF Supplemental	1105	Certificated Teachers' Salaries	7572	STIP Teacher	0.8	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Create incentives for attendance	235-11
Teacher STIP	\$63,739	LCFF Supplemental	1105	Certificated Teachers' Salaries	8230	STIP Teacher	0.7	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	235-12
TSA 10Pay	\$82,185	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	9635	10-Month Teacher on Special Assignment (TSA)	0.6	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Provide targeted intervention for students who are chronically absent.	235-13
4399 - Unallocated	\$1,353	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	n/a	235-14

PROPOSED 2024-25 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
Teacher STIP	\$3,917	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	7572	STIP Teacher	0.05	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	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.	235-15
TSA 10Pay	\$54,790	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	9635	10-Month Teacher on Special Assignment (TSA)	0.4	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	235-16
Teacher Structured Eng Immersn	\$65,941	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	6577	Teacher, Structured English Immersion	0.7	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Provide targeted intervention for students who are chronically absent.	235-17
4310 - Materials and Supplies	\$3,500	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Increase parent engagement for student connectedness to school	235-18
5825 - Consultants	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Create incentives for attendance	235-19
5100 - Subagreements For Services	\$121,261	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Create incentives for attendance	235-20
1120 - Teachers Salaries Stipends	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	New teachers attend foundational curricula training.	235-21

PROPOSED 2024-25 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
4310 - Materials and Supplies	\$168	Proposition 28 (Arts & Music in Schools)	4304	Classroom Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	supplies	materials for classroom	235-22
Teacher Education Enhancement	\$44,606	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.35	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	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.	235-23
Teacher Education Enhancement	\$50,979	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.4	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	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.	235-24
4310 - Materials and Supplies	\$974	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Spanish Language Development for AA students which will strengthen their language skills and improve SBAC ELA scores	235-25
Teacher STIP	\$27,317	Measure G1	1105	Certificated Teachers' Salaries	8230	STIP Teacher	0.3	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Provide targeted intervention for students who are chronically absent.	235-26
Prog Mgr Community Schools11	\$36,067	Measure G1	2305	Classified Supervisors' and Administrators' Salaries	3480	11-Month Community School Manager	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Create incentives for attendance	235-27

PROPOSED 2024-25 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
Noon Supervisor	\$2,407	PTA/PTO Donations	2905	Other Classified Salaries	New	Noon Supervisor	0.05	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Out-of-School Suspensions	Create incentives for attendance	235-28
4310 - Materials and Supplies	\$3,492	PTA/PTO Donations	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Create incentives for attendance	235-29
Teacher Structured Eng Immersn	\$47,100	PTA/PTO Donations	1105	Certificated Teachers' Salaries	7549	Teacher, Structured English Immersion	0.5	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Create incentives for attendance	235-30
Teacher Education Enhancement	\$91,765	Measure G, Library Support	1105	Certificated Teachers' Salaries	75	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.6	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	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.	235-31
Asst Principal, Middle School	\$198,936	LCFF Supplemental & Concentration Carryover	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	576	Assistant Principal, Middle School	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	SBAC ELA Distance from Standard Met	Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	235-32



School-Parent Compact

Melrose Leadership Academy

2023-2024

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 2023-34 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 October 6, 2024, and will be in effect for the period of August 2, 2023 to May 25, 2024.

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 October 15, 2024.

Jonathan Mayer

Jonathan Mayer

10.2023



Title I, Part A School Parent and Family Engagement Policy

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 October 6, 2023 and will be in effect for the period August 7, 2023 through May 22nd, 2023.

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

<u>Jonathan mayer</u>	<u><i>Jonathan Mayer</i></u>	<u>10.10.23</u>
Name of Principal	Signature of Principal	Date

Please link the School-Parent Compact to this document.



MELROSE LEADERSHIP ACADEMY

School Site Council Membership Roster

2023-2024

SSC - Officers

Chairperson:	Alison Yin
Vice Chairperson:	Senhit Gamble
Secretary:	Shannon Darcey

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?)
1 Jonathan Mayer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
1 Regina Fletcher	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
0 Sydney Schantz*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
1 Cristina Rojas*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
0 Andi Gonzalez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
1 Shannon Darcey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
1 Alison Yin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
1 Laura Redmond	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1 Senhit Gamble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
0 Pauline Russell Silva Alternate 2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	alt.
Malu [REDACTED] (student representative)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Alternate 2: Annalisa McHenry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	alt

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	Every 2nd Tuesday of each month at 5:15 p.m.
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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.

