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Board Cover Memorandum

To Board of Education

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

Board Meeting Date October 13, 2021

Subject 2021-2022 School Plan for Student Achievement (SPSA) - Melrose Leadership Academy

Ask of the Board Approval by the Board of Education of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Melrose Leadership Academy



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: Melrose Leadership Academy
CDS Code: 1612596118640
Principal: Brianne Zika
Date of this revision: 4/22/2021

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: Brianne Zika	Position: Principal
Address: 4730 Fleming Avenue Oakland, CA 94619	Telephone: 510-535-3832 Email: brianne.zika@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/22/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Melrose Leadership Academy

Site Number: 235

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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:


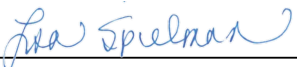
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the 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 Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4/22/2021

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

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (notices, media announcements, etc.) |
|--|--|---|

Signatures:

Brianne Zika <i>Principal</i>	s/Brianne Zika	Signature	4/22/2021 Date
Nayeli Bernal <i>SSC Chairperson</i>	a/Nayeli Bernal	Signature	6/4/2021 Date
Kathleen Arnold <i>Network Superintendent</i>		Signature	Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>		Signature	6/7/21 Date

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/11/2021	SSC	shared overview of SPSA process and reflected on progress towards 20-21 achievement goals
2/22/2021	Faculty Meeting	shared overview of SPSA process and reflected on progress towards 20-21 achievement goals; faculty completed an SPSA priorities input google form
2/26/2021	ILT	shared overview of SPSA process and reflected on progress towards 20-21 achievement goals; reviewed results of faculty input form
3/1/2021	ILT	drafted goals for 21-22 and priority actions
3/8/2021	Faculty Meeting	reviewed and provided feedback on ILT's drafted goals and priority actions; reviewed proposed 21-22 spending plan in alignment with goals and priority actions
3/11/2021	SSC	reviewed and provided feedback on ILT's drafted goals and priority actions; reviewed proposed 21-22 spending plan in alignment with goals and priority actions
4/22/2021	SSC	reviewed and voted on draft SPSA for 21-22
5/3/2021	ILT	continued to add details to priority actions and leadership moves to shape summer and fall PD

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

In addition to the actions outlined in this plan, Oakland Unified School District 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. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

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 (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students.
- **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.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$96,250.00
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	\$550,597.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$93,750.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$44,310.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,500.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$286,450.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$123,587.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)		TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$96,250.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$454,347.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$550,597.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Melrose Leadership Academy

School ID: 235

School Description

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

MLA serves 550 TK-8 students. In 2016-17, 52.9% qualified for free- or reduced-price lunch. The projection for 2019-2020 is 43%.

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

When MLA middle school had to relocate in 2007 due to lack of physical space, we moved to the Sherman campus and began working with the community to create a dual language K-8 school, enrolling our first cohort of dual language Kindergarteners in 2009. Since then we have added one grade level every year while simultaneously running a high needs middle school. We ran out of space again and moved to the Maxwell Park campus in 2012. The school has gone from an enrollment of 186 middle school students to over 550 students in 2018-19.

Our principal is the founding principal of Melrose Leadership Academy. Prior to founding MLA, she served as the principal of Melrose Elementary School. Our teaching staff has an average of 9 years of teaching experience; 6 of them worked at Melrose Elementary School prior to the creation of MLA. Our teaching staff consists of 52% Latino/a, 38% Anglo, 7% Asian, and 1% other.

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

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

School Mission 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.

1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
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<i>College/Career Readiness</i>	<p>Spanish language arts: Students in grades 3 through 8 have strong reading comprehension in Spanish.</p> <p>Spanish language arts: Students in TK-2 made gains if given access to intervention.</p> <p>English language arts: RI proficiency rates increased steadily, even during pandemic.</p>	<p>Access to Spanish reading intervention in 1st and 2nd grade during the pandemic (repurposed library teacher).</p> <p>Strengthened collaboration between grade level teams through inquiry-based PD.</p> <p>Addition of a 5th grade cohort teacher to focus on English Language Arts.</p>
<i>Focal Student Supports</i>	<p>English Language Learners making steady but slow increases in IAB proficiency in ELA and math.</p> <p>Students with IEPs making steady increases in IAB proficiency in ELA and math.</p>	<p>SpEd team now has weekly collaboration meetings.</p> <p>SpEd PD is held quarterly for general ed teachers.</p> <p>Implementation of EL Education curriculum and Benchmark Advance in 3rd-8th.</p>
<i>Student/Family Supports</i>	<p>100% of low-income families given access to monthly food distribution and weekly meal delivery.</p> <p>Increased counseling caseload by 100% during the pandemic from 20 to 40 students.</p>	<p>TSA focus on wrap-around supports for newcomers and low income students during the pandemic.</p> <p>Community support team founded to distribute funds to newcomer and low income families.</p> <p>OUSD Behavioral Interns added to staff.</p> <p>Weekly counseling team meetings to support Apoyo process and manage caseload.</p>
<i>Staff Supports</i>	<p>Staff report increased feelings of connectedness and belonging from 19-20 schoolyear.</p> <p>Majority of staff report practice improving from inquiry-based PD.</p> <p>100% of new teachers report feeling supported in learning the "MLA way"</p>	<p>Partnership with NEP to create an Equity Leadership Team in 20-21.</p> <p>Partnership with Mills College to create staff-facilitated inquiry-based PD through the Lead Learners Network.</p> <p>Partnership with EL Education to support new teachers in the implementation of student engaged assessment practices and CREW.</p>
Focus Area:	Priority Challenges	Root Causes of Challenges

<p><i>College/Career Readiness</i></p>	<p>Spanish Language Arts: Students in TK-2 are showing major decreases in reading level proficiency in 20-21. English Language Arts: Students in 3-8th are showing significant gaps in reading proficiency as measured by the RI and standards-based reading achievement as measured by the IAB and SBAC. Math: Students in grades 3-8th are showing significant lag behind their achievement in ELA</p>	<p>TK-2 students struggled to learn how to read during the pandemic, likely due to challenges with zoom and decreased engagement/time with their teachers. Students are not given consistent access to grade level tasks and grade level feedback in English Language Arts and Math. Students had less access to grade level standards in ELA and math due to the pandemic. We lack a consistent math assessment to monitor progress in TK-8.</p>
<p><i>Focal Student Supports</i></p>	<p>English Language Learners: reclassification rate of ELs and LTELs decreased significantly in spring of 2020; ELs continue to lag behind their English-only peers by over 100 points in both math and reading assessments. Students with IEPs: students with IEPs continue to lag behind their general ed peers by over 100 points in both math and reading assessments. As students return from distance learning, additional support will be needed to rebuild friendships and routines for learning.</p>	<p>We lack a designated ELD program in our 3-5 model. Our language allocation pushes English instruction one year later than the District's agreed-upon allocation. We lack reading intervention focused on English Language Arts in all grades. We lack math intervention in all grades. We opened a new SDC program in grades TK-2 and have not yet met our students in person.</p>
<p><i>Student/Family Supports</i></p>	<p>Spanish-dominant families: Spanish-dominant families report being less familiar with online communication platforms and are less likely to respond. Low-income families: Low income families continue to struggle with access to internet and food.</p>	<p>The District rolled out multiple new communication platforms this year, making it hard for families to keep up with the changes. Many low-income families lack WiFi, and despite valiant efforts to connect families to the internet, many still spent the year without connections.</p>
<p><i>Staff Supports</i></p>	<p>Collaboration Time: staff continue to request additional support for collaboration time and assessment administration. Professional Development: new teachers and teachers who change grade levels need additional coaching support to be onboarded to the MLA model and develop their pedagogy.</p>	<p>Lack of funds. Lack of time.</p>

1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024:

By May 2024, we will meet and surpass our pre-pandemic (2019) overall rates of proficiency in math, reading in English, and reading in Spanish.

Instructional Focus Goal:

Students in TK-2 will return to their pre-pandemic Spanish reading proficiency levels by 2024, closing 50% of the gap in 2022 and 50% of the gap in 2023.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
K at or above mid-grade in Spanish (EDL or Spanish iReady)	All Students	n/a	58%	20%	38%
1 at or above mid-grade in Spanish (EDL or Spanish iReady)	All Students	n/a	68%	43%	55%
2 at or above mid-grade in Spanish (EDL or Spanish iReady)	All Students	n/a	63%	41%	52%
2 at or above mid-grade in English (English iReady)	All Students	n/a	49%	n/a	56%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	n/a	n/a	-15
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	n/a	67%
IAB ELA Above Standard	All Students	n/a	28%	51%	55%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-53.9
IAB Math Above Standard	All Students	n/a	21%	31%	36%
CAST (Science) at or above Standard	All Students	n/a	25.5% (Spring 2019)	n/a	TBD

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

School Goal for May 2024: English Learners and Students with Special Needs in grades 3-8 will increase their standards-based English Language Arts achievement at double the rate of their English only and general ed peers as measured by the IAB or SBAC.

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	tbd	tbd	-94.20%
SBAC ELA	English Learners	Please choose a focal student group at left.	tbd	tbd	-117.00%
IAB ELA Above Standard	Students with Disabilities	n/a	20%	30%	35%
IAB ELA	English Learners	Please choose a focal student group at left.	13%	15%	25%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-142.4 (Spring 2019)	tbd	-1.22
SBAC Math Distance from Standard Met	English Learners	n/a	-137.4 (Spring 2019)	tbd	-1.17

IAB Math Above Standard	Students with Disabilities	n/a	7.14%	tbd	28%
IAB Math Above Standard	English Learners	n/a	Coming soon	tbd	26%
Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	12%	16%	16%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	15%	25%	25%

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

School Goal for May 2024: Goal: Students, staff, and families feel connected to and safe at MLA, as measured by the CHKS survey.

Instructional Focus Goal: *All students build relationships to feel connected and engaged in learning.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	0.6029684601	tbd	60%
Suspensions	All Students	-2pp	n/a	tbd	0.30%
Suspensions	African-American Students	-2pp	n/a	tbd	0
Suspensions	Students with Disabilities	-2pp	n/a	tbd	0
Chronic Absence	All Students	-2pp	n/a	tbd	5%
Chronic Absence	African-American Students	-2pp	n/a	tbd	5%
UCP Complaints	All Students	n/a	n/a	tbd	tbd

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

School Goal for May 2024: MLA staff have the resources, support, and relationships they need to do their best work.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	tbd	tbd	85%
Teacher Retention	All Teachers	n/a	tbd	tbd	90%

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

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.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

School: Melrose Leadership Academy

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Conditions for Student Learning Priority:

MLA's students will feel safe, seen by, and connected to both their peers and their teachers, creating a culture where students can focus on learning.

Theory of Change:

If we create an environment in which...

- students are supported in building community across difference in tier 1 circles through daily "crew" lessons
- students are taught how to resolve conflicts through RJ circles with a trusted adult
- students are given developmentally appropriate and structured opportunities to collaborate and engage with their peers
- students are given leadership opportunities to make MLA the best school it can be for all students,

then students will feel more connected to each other and to their teachers at MLA, creating the safety for them to take risks and learn.

Related School Goal:

Over 80% of all students at MLA report high levels of connectedness by 2023, and suspensions and chronic absence decrease overall and for target student groups

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We successfully implemented crew lessons in 4th-8th grade and morning meeting in TK-3rd grade, after attending a summer institute on Crew led by EL Education. While there were not many conflicts this year, those that did occur were handled through the RJ process. During our return to in-person instruction, our ILT drafted a list of instructional priorities in which community building and safety were the top priority. Funds were allocated to purchase additional games and safe recess equipment to support this return. Middle school leadership held elections early. The readathon supported cross-grade relationship building and collaboration.

What evidence do you see that your practices are effective?

Families and students report being excited and happy to return to school. 80% of our students are back in the building. Our attendance rate on zoom continues to be over 98% daily.

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

We have a new focus on supporting students to return to in-person instruction.

20-21 Standards-Based Instruction Priority:

MLA students will have access to standards-aligned tier 1 curriculum in each of their classes.

<p>Theory of Change:</p>	<p>If we give students access to daily, standards-aligned Tier 1 curriculum in ELA and math while supporting teachers with implementation through:</p> <ul style="list-style-type: none"> - ensuring access to Tier 1 curriculum in ELA and Math that is aligned to the rigor and complexity of the CCSS - summer "unpacking" of the curriculum through a mini curriculum institute June 1-5 - continuous support in how to effectively use the curriculum materials online through weekly PLCs - provide teachers with personalized coaching support in how to implement the chosen materials - provide teachers with collaborative planning time aimed at how to implement the chosen materials - training in how to add elements of an expedition to a curricular module - support with how to shift instruction by looking at student work and analyzing data - protected time and plans for how to share standards-based feedback with students and parents through crew conferences <p>then students mastery of the grade level ELA and math CCSS will increase.</p>
<p>Related School Goal:</p>	<p>Average DF3 will be positive for both math and ELA by May, 2023. Low income students and long-term English Learners will make significant growth by 2023.</p>
<p>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</p>	
<p>ELA teachers in grades 4-8 each successfully implement 2 EL Education modules this year and turned both modules into content-rich expeditions. ELA teachers in 2nd and 3rd grade began experimenting with elements of the Benchmark Advance materials. Teachers in grades 4-8 participated in content-based inquiry groups during cycle 2 of PD, during which they focused on standards alignment, rigor, and pacing.</p>	
<p>What evidence do you see that your practices are effective?</p>	
<p>Student participation in EXPO showed they are proud of their standards-based high quality work. Staff documentation of STAs and curriculum maps have increased.</p>	
<p>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</p>	
<p>None</p>	
<p> </p>	
<p>20-21 Language & Literacy Priority:</p>	<p>All students will have access to high-quality Tier 1 literacy curriculum and instruction in both Spanish Language Arts and English Language Arts that follows the MLA language allocation model.</p>

<p>Theory of Change:</p>	<p>If we provide students with rigorous literacy instruction through</p> <ul style="list-style-type: none"> - ensuring schedules meet the ratio of Spanish:English minutes according to OUSD's 90/10 language allocation - clarifying the core instructional experiences of each grade level in Spanish and English - giving teachers access to high-quality Tier 1 curriculum in Spanish Language Arts and English Language Arts - giving teachers training in how to use the high-quality Tier 1 curriculum in Spanish Language Arts and English Language Arts - supporting teachers in designing Expeditions that use literacy materials from the SLA curriculum and ELA curriculum - providing time in PLCs for teachers to collaboratively plan for ONLINE delivery using SLA and ELA curriculum - providing newcomers with both ELA and SLA intervention to strengthen literacy skills in their home language <p>then both English Language Learners and Spanish Language Learners will make at least a year's progress, as measured by the SBAC ELA, DRA, EDL, and Avant.</p>
<p>Related School Goal:</p>	<p>All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.</p>
<p>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</p>	
<p>We implemented all of the elements of the theory of action above</p>	
<p>What evidence do you see that your practices are effective?</p>	
<p>Teachers in TK-3 participated in an inquiry cycle focused on transfer between English and Spanish and were introduced to the Benchmark Adelante modules.</p>	
<p>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</p>	
<p>We still need to take a close look at our language allocation and ensure all grade levels are aligned to the OUSD agreed-upon 90/10 model.</p>	
<p></p>	
<p>20-21 Conditions for Adult Professional Learning Priority:</p>	<p>MLA teachers will have opportunities build trusting and authentic collaborative relationships while continuing to focus on improving their practice. PD will attend to the characteristics of adult learners through having an inquiry-based and student-centered approach.</p>
<p>Theory of Change:</p>	<p>If teachers have consistent access to high-quality professional development, including:</p> <ul style="list-style-type: none"> - Authentic opportunities to connect and build meaningful relationships with faculty and staff - Weekly PLCs facilitated by teacher-leaders - Creative choice in shaping their own inquiry to drive their professional practice - Weekly collaboration with grade level team and admin focused on alignment, pacing and instruction - Opportunities to monitor student progress through looking at student work and assessments in PLCs - Access to high-quality, published, standards-aligned curriculum - Personalized support for new teachers to MLA <p>then teachers will increase their collective efficacy and impact on student learning.</p>
<p>Related School Goal:</p>	<p>80% of MLA teachers being evaluated will receive an average score of "proficient "or above in Domain 1: Plans and Prepares Standards-Aligned Lessons. 100% of staff will report relationships with staff feel stronger and more authentic by May 2021.</p>

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We collaborated with our new equity leadership team to ensure there were quarterly sessions focused on listening and community building. We embedded at least 15 minutes at the beginning of each Wednesday PD session to ensure staff had an opportunity to connect with each other and build relationships.

What evidence do you see that your practices are effective?

Staff survey results show that the vast majority of our staff feel connected to each other; staff conflict has decreased dramatically.

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

none

**20-21 Conditions for English Language Learners
Priority:**

English Language Learners will have access to integrated ELD in their core subjects, and designated ELD at their language acquisition level, that is connected to the core content of their day.

Theory of Change:

- If classified English Learners have access to daily targeted designated ELD, including:
- providing a protected time in every English Learner's schedule for the appropriate amount of designated ELD
 - providing designated ELD instruction that draws from the Tier 1 curriculum and content
 - providing designated ELD instruction that targets students growth areas according to ELPAC
 - providing opportunities for ELs to collaborate through talk
 - providing ELs and their families with consistent feedback on language acquisition targets and goals
 - providing integrated ELD opportunities that enable students to collaborate with language models
 - providing integrated ELD opportunities that support students with accessing the core content
 - authentically partnering with families of English Learners to support their childrens' language acquisition

then English Language Learners will increase their language acquisition.

Related School Goal:

At least 15% of ELs in each grade level will reclassify by the end of 2021; ELs at MLA will reclassify within 5 years of entering the school.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

An additional course of Newcomer ELD was opened in the middle school to serve newcomers and different grade levels. Staff in TK-3 participated in inquiry cycles to learn the foundations of integrated and designated ELD. Newcomers in our 3-5 program received additional reading intervention from our prep teacher.

What evidence do you see that your practices are effective?

Families in the SELLS committee report an increase in English Language Development services and an increased understanding of the reclassification process.

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

none

DEPARTURE FROM PLANNED 20-21 SPSA BUDGET

Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?

none

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Melrose Leadership Academy

School ID: 235

3: SCHOOL STRATEGIES & ACTIONS

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

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**

School Priority ("Big Rock"):

MLA's students will feel safe, seen by, and connected to both their peers and their teachers, creating a culture where students can focus on learning.

School Theory of Change:

If we create an environment in which...

- students are supported in building community across difference in tier 1 circles through daily "crew" lessons
- students are taught how to resolve conflicts through RJ circles with a trusted adult
- students are given developmentally appropriate and structured opportunities to collaborate and engage with their peers
- students are given leadership opportunities to make MLA the best school it can be for all students,

then students will feel more connected to each other and to their teachers at MLA, creating the safety for them to take risks and learn.

Related Goal(s):

All students build relationships to feel connected and engaged in learning.

Students to be served by these actions:

All Students

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers collaboratively design daily crew lessons for their classes to build community across difference.	Leaders provide extended contract time and professional development support for teachers to design crew plans.	Daily crew lessons are implemented; crew plans live in the team google drive.		

1-2	Teachers host RJ circles when conflicts arise that support students in repairing harm.	Leaders train core day and after school teachers in the process of holding RJ circles through modeling.	RJ circles are held when a teacher submits a URF.	Spanish-dominant families: Spanish-dominant families report being less familiar with online communication platforms and are less likely to respond. Low-income families: Low income families continue to struggle with access to internet and food.	
1-3	Teachers host parent orientations in the first few weeks of school to build relationships with families.	Leaders create calendar that prioritizes orientations in the fall. Leaders support teachers and parents in using ParentSquare app.	100% of families communicate with teachers using parentsquare app.		
1-4	Teachers give students qualitative feedback on their relational and performance character through reflections and report cards when shared with families in student led conferences.	Leaders provide teachers with grading platform that enables tracking of student character targets.	Jumprope character learning targets are completed at the end of each marking period and shared with families during student led conferences.		
1-5	Teachers celebrate students when they demonstrate the core values by giving "aprecios"	Leaders hold the aprecios and core values system at the core of all asambleas and student communication.	Aprecios are celebrated during weekly asambleas.		

1-6	Teachers and clerical staff will partner with low income and Spanish-dominant families to help them participate in the daily life of the school and support their children's learning at MLA.	Leaders will send a bulletin twice a month via Smore and ParentSquare.	Increase in the feeling of connectedness amongst parents and students.		
1-7	Teachers will have access to basic supplies to ensure all students feel welcome and ready to engage in learning.	Leaders will support operations team in ensuring learning materials are always in stock.	Students have necessary supplies.		
1-8	Clerical staff learn how to implement PBIS and RJ strategies to support students during lunch and recess.	Leaders will coordinate PD opportunities for clerical and certificated staff to learn RJ and PBIS practice together as one system.	RJ and PBIS are implemented across MLA.		
1-9	Teachers host clubs, after school sports, and student government opportunities.	Leaders generate a schedule and extended contract opportunities that prioritize clubs and sports.	Students report increased feeling of belonging at school on CHKS survey.		
1-10	Teachers submit referral and apoyo requests to support specific students.	Leadership hosts an Apoyo/COST team to monitor referrals and identify next steps.	Students receive Tier 2 and Tier support as necessary and incidents of need decrease.		
1-11	We will create a culture, climate, and wellness team to hold the work of supporting students, families, and staff wellness.	Leadership hosts bi-monthly team meetings.	Teacher leaders opt into CCW team meetings.		

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

School Priority ("Big Rock"):

MLA students will have access to standards-aligned tier 1 curriculum in each of their classes.

School Theory of Change:	<p>If we give students access to daily, standards-aligned Tier 1 curriculum in ELA and math while supporting teachers with implementation through:</p> <ul style="list-style-type: none"> - ensuring access to Tier 1 curriculum in ELA and Math that is aligned to the rigor and complexity of the CCSS - summer "unpacking" of the curriculum through a mini curriculum institute June 1-5 - continuous support in how to effectively use the curriculum materials online through weekly PLCs - provide teachers with personalized coaching support in how to implement the chosen materials - provide teachers with collaborative planning time aimed at how to implement the chosen materials - training in how to add elements of an expedition to a curricular module - support with how to shift instruction by looking at student work and analyzing data - protected time and plans for how to share standards-based feedback with students and parents through crew conferences <p>then students mastery of the grade level ELA and math CCSS will increase.</p>				
Related Goal(s):	<p>All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.</p>				
Students to be served by these actions:	<p><i>All Students</i></p>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

2-1	Teachers will participate in curriculum week over the summer to deepen their understanding of the math and ELA standards and the adopted SLA, ELA, and Math curricula.	Leaders will lead a 2-day curriculum institute to support teachers in accessing the tier 1 math and ELA curricula and understanding the standard alignment.	Each teacher will have a module analysis chart after the unpacking	Spanish Language Arts: Students in TK-2 are showing major decreases in reading level proficiency in 20-21. English Language Arts: Students in 3-8th are showing significant gaps in reading proficiency as measured by the RI and standards-based reading achievement as measured by the IAB and SBAC. Math: Students in grades 3-8th are showing significant decreases in standards-based math achievement.	
2-2	Teachers will implement daily rigorous lessons aligned to the ELA and math CCSS, using agreed upon elements of high-quality CCSS-aligned curricula	Leaders will participate in weekly learning walks to give teachers feedback on their curriculum implementation and practice	Teachers will have learning walk feedback to push their practice; students will have daily access to rigorous grade level standards.		
2-3	Teachers will monitor student progress on district assessments.	Leaders will ensure teachers have time and support to analyze student assessment data and shift their practice accordingly.	Teachers will have data analysis charts; students will have access to their progress monitoring data.		
2-4	Students who are reading one year or more below grade level will have access to reading intervention in TK-2.	Leaders will identify an equity-based formula to support the intervention schedule.	EDL score increase for low income students.		
2-5	A team of leaders and teacher leaders will collaborate to refine our language allocation model during spring and summer planning.				

2-6	ELA teachers will teach both an integrated content block and an ELA block daily for middle school.	Leaders ensure all students have access to both math and ELA blocks daily.	All students have ELA daily; newcomers have designated ELD as well.		
2-7	All teacher will be supported in developing expeditions aligned to standards during summer and fall curriculum planning days.	Leaders will provide professional development in expedition design.	All teachers have an STA for each unit they teach, including elements of expeditions.		
2-8	Students who are reading one year or more below grade level will have access to texts to support their phonics acquisition.	Leaders will purchase guided reading and phonics materials.	Guided reading and phonics library.		
2-9	Math progress will be monitored beginning in TK	Leaders will host a working group to identify math benchmarks.	Teachers will implement math benchmarks following an agreed upon calendar.		

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum

School Priority ("Big Rock"):	All students will have access to high-quality Tier 1 literacy curriculum and instruction in both Spanish Language Arts and English Language Arts that follows the MLA language allocation model.
School Theory of Change:	<p>If we provide students with rigorous literacy instruction through</p> <ul style="list-style-type: none"> - ensuring schedules meet the ratio of Spanish:English minutes according to OUSD's 90/10 language allocation - clarifying the core instructional experiences of each grade level in Spanish and English - giving teachers access to high-quality Tier 1 curriculum in Spanish Language Arts and English Language Arts - giving teachers training in how to use the high-quality Tier 1 curriculum in Spanish Language Arts and English Language Arts - supporting teachers in designing Expeditions that use literacy materials from the SLA curriculum and ELA curriculum - providing time in PLCs for teachers to collaboratively plan for ONLINE delivery using SLA and ELA curriculum - providing newcomers with both ELA and SLA intervention to strengthen literacy skills in their home language <p>then both English Language Learners and Spanish Language Learners will make at least a year's progress, as measured by the SBAC ELA, DRA, EDL, and Avant.</p>
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.

Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Teachers will teach language targets in their daily lessons.	Leaders will ensure teachers have professional development input and coaching opportunities to develop language targets.	Teachers include language learning targets in their STAs and daily lessons.		
3-2	Teachers will monitor student progress in literacy by following the assessment calendar.	Leaders will provide teachers with release days for assessments when necessary and possible.	Assessment calendar and assessment google doc is completed		
3-3	Teachers will monitor student progress in mastering language targets in their particular content area.	Leaders will provide teachers with a progress monitoring platform -- jumprope.	Teachers monitor student progress of language mastery in jumprope.		
3-4	Teachers will provide access to high quality instruction in both Spanish and English daily.	Leaders will shift staffing and budget model to fund dual language teachers in every grade level.	All students have access to both Spanish and English instruction daily.		
3-5	Teachers will identify opportunities for transfer between English and Spanish.	Leaders will shape inquiry-based PD to support teachers in identifying opportunities for transfer.	STAs note opportunities for transfer between languages.		
3-6	Visual arts, music, PE, library, and electives teachers will be supported in implementing integrated ELD strategies.	Leaders will hire highly qualified electives teachers.	All students have access to the arts and library.		
District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING					
School Priority ("Big Rock"):	MLA teachers will have opportunities build trusting and authentic collaborative relationships while continuing to focus on improving their practice. PD will attend to the characteristics of adult learners through having an inquiry-based and student-centered approach.				

School Theory of Change:	<p>If teachers have consistent access to high-quality professional development, including:</p> <ul style="list-style-type: none"> - Authentic opportunities to connect and build meaningful relationships with faculty and staff - Weekly PLCs facilitated by teacher-leaders - Creative choice in shaping their own inquiry to drive their professional practice - Weekly collaboration with grade level team and admin focused on alignment, pacing and instruction - Opportunities to monitor student progress through looking at student work and assessments in PLCs - Access to high-quality, published, standards-aligned curriculum - Personalized support for new teachers to MLA <p>then teachers will increase their collective efficacy and impact on student learning.</p>				
Related Goal(s):	<p>Students in TK-2 will return to their pre-pandemic Spanish reading proficiency levels by 2024, closing 50% of the gap in 2022 and 50% of the gap in 2023. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.</p>				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers will "unpack" high-quality, standards-aligned curriculum to understand standard alignment (see other categories for more information about PD vision)	Leaders will provide access to quality curriculum and designated time and PD to support teachers in understanding the standards-alignment.	All teachers have a curriculum map that maps the standards for the year, the assessments for the year, and the module lessons to be taught from the tier 1 adopted curriculum.	Collaboration Time: staff continue to request additional support for collaboration time and assessment administration. Professional Development: new teachers and teachers who change grade levels need additional coaching support to be onboarded to the MLA model and develop their pedagogy.	

4-2	All teachers will participate in a coaching cycle with an administrator or TSA.	Leaders will host coaching cycles for each teacher.	All teachers participate in a coaching cycle.	Collaboration Time: staff continue to request additional support for collaboration time and assessment administration. Professional Development: new teachers and teachers who change grade levels need additional coaching support to be onboarded to the MLA model and develop their pedagogy.	
4-3	Teacher leaders will host inquiry cycles to support the learning of their peers.	Leaders will host a PD team weekly meeting to support the PD team in crafting inquiry cycles.	PD calendar.		
4-4	Teachers will collaborate with each other and observe each other's practice to push their own professional growth.	Leaders will provide a STIP sub schedule to support teachers with coverage so they can see each other teach.			
4-5	Teacher leaders will have the support they need to lead PD for their peers.	Leaders will clarify the role an ILT/PD team member and provide funds to support PD for teacher leaders through MILLS.	Teachers will opt in to playing a role as ILT members and/or PD leaders.		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	English Language Learners will have access to integrated ELD in their core subjects, and designated ELD at their language acquisition level, that is connected to the core content of their day.
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School Theory of Change:	<p>If classified English Learners have access to daily targeted designated ELD, including:</p> <ul style="list-style-type: none"> - providing a protected time in every English Learner's schedule for the appropriate amount of designated ELD - providing designated ELD instruction that draws from the Tier 1 curriculum and content - providing designated ELD instruction that targets students growth areas according to ELPAC - providing opportunities for ELs to collaborate through talk - providing ELs and their families with consistent feedback on language acquisition targets and goals - providing integrated ELD opportunities that enable students to collaborate with language models - providing integrated ELD opportunities that support students with accessing the core content - authentically partnering with families of English Learners to support their childrens' language acquisition <p>then English Language Learners will increase their language acquisition.</p>				
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.				
Students to be served by these actions:	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers will generate language learning targets that accompany each of their daily learning targets.	Leaders will make a clear ask that teachers have language learning targets posted on daily lessons and will provide PD support for teachers.	Learning walks show that teachers have language learning targets posted.		
5-2	Teachers will integrate language learning best practices into their daily instruction for integrated ELD.	Leaders will support teachers in developing their awareness and use of integrated ELD strategies.	PD thinksheets from ELD inquiry cycles demonstrate that teachers are developing their awareness of integrated ELD best practices.	English Language Learners: ELs continue to reclassify at alarmingly low rates; ELs continue to lag behind their English-only peers by over 100 points in both math and reading assessments. Students with IEPs: students with IEPs continue to lag behind their general ed peers by over 100 points in both math and reading assessments.	

5-3	Teachers will provide designated ELD to English Language Learners using content connected to their core day instruction.	Leaders will support teachers in choosing which curricular materials to use during designated ELD blocks.	Teachers that teach designated ELD have an ELD curriculum map.		
5-4	Teachers will provide designated ELD to English Language Learners using content connected to their core day instruction.	Leaders will design a schedule that enables grade level teams to pull designated ELD blocks during ELA windows of instruction.	All ELLs have access to designated ELD, beginning in TK.		

PROPOSED 2021-22 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	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link expenditure to a relevant LCAP goal.</i>	<i>Link expenditure to an SPSA action.</i>	<i>Autofills to identify the action.</i>
After School Program	\$123,587	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Leaders train core day and after school teachers in the process of holding RJ circles through modeling.	235-1
Certificated Teachers: Substitutes to support planning and assessments	\$9,983	General Purpose Discretionary	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Leaders will provide teachers with release days for assessments when necessary and possible.	235-2
Certificated Supervisors' and Administrators' Stipends	\$9,983	General Purpose Discretionary	1320	Certificated Supervisors' and Administrators' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	A team of leaders and teacher leaders will collaborate to refine our language allocation model during spring and summer planning.	235-3
Classified Supervisors' and Admin Salaries	\$37,451	General Purpose Discretionary	2305	Classified Supervisors' and Administrators' Salaries	tbd	Enter position number at left.	tbd	Goal 1: All students graduate college, career, and community ready.	Leaders will shape inquiry-based PD to support teachers in identifying opportunities for transfer.	235-4
Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	\$21,034	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Teachers will implement daily rigorous lessons aligned to the ELA and math CCSS, using agreed upon elements of high-quality CCSS-aligned curricula	235-5
Fund copy machines, and supplies to facilitate the technical materials are available (including posters, paper, ink, student writing materials, workbooks) to support student learning.	\$3,310	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Teachers will implement daily rigorous lessons aligned to the ELA and math CCSS, using agreed upon elements of high-quality CCSS-aligned curricula	235-6
Certificated Teacher: Bilingual	\$53,783	LCFF Concentration	1105	Certificated Teachers' Salaries	2045	Teacher Bilingual	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will teach language targets in their daily lessons.	235-7
Certificated Teacher: Bilingual Reading Interventionist	\$57,824	LCFF Supplemental	1105	Certificated Teachers' Salaries	1048	Teacher Bilingual	0.60	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Students who are reading one year or more below grade level will have access to reading intervention in TK-2.	235-8
Certificated Teachers' Salaries	\$84,087	LCFF Supplemental	1105	Certificated Teachers' Salaries	1715	Teacher Bilingual	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will monitor student progress in mastering language targets in their particular content area.	235-9

PROPOSED 2021-22 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	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Certificated Teachers' Salaries	\$9,541	LCFF Supplemental	1105	Certificated Teachers' Salaries	2274	Teacher, Structured English Immersion	0.16	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers collaboratively design daily crew lessons for their classes to build community across difference.	235-10
Certificated Teachers' Salaries	\$28,370	LCFF Supplemental	1105	Certificated Teachers' Salaries	7205	Teacher Bilingual	0.35	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will teach language targets in their daily lessons.	235-11
TSA	\$16,958	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7745	10-Month Classroom TSA	0.15	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will monitor student progress on district assessments.	235-12
Certificated Teachers' Salaries: Stipends	\$72,331	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers give students qualitative feedback on their relational and performance character through reflections and report cards when shared with families in student led conferences.	235-13
Mills Teacher's Scholars	\$14,000	LCFF Supplemental	4396	Professional Development	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Leaders will clarify the role an ILT/PD team member and provide funds to support PD for teacher leaders through MILLLS.	235-14
Technology Licenses for STMath and Jumprope	\$3,340	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Leaders will ensure teachers have time and support to analyze student assessment data and shift their practice accordingly.	235-15
Certificated Teachers' Salaries: Bilingual	\$52,687	Measure G1	1105	Certificated Teachers' Salaries	7205	Teacher Bilingual	0.65	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will integrate language learning best practices into their daily instruction for integrated ELD.	235-16
Certificated Teachers' Salaries	\$19,081	Parent Group Donations	1105	Certificated Teachers' Salaries	2274	Teacher, Structured English Immersion	0.32	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will participate in curriculum week over the summer to deepen their understanding of the math and ELA standards and the adopted SLA, ELA, and Math curricula.	235-17
Certificated Teachers' Salaries	\$85,875	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	tbd	Enter position number at left.	tbd	Goal 1: All students graduate college, career, and community ready.	Teachers will implement daily rigorous lessons aligned to the ELA and math CCSS, using agreed upon elements of high-quality CCSS-aligned curricula	235-18

PROPOSED 2021-22 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	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Certificated Pupil Support Salaries	\$46,818	Salesforce Principal Innovation Fund	1205	Certificated Pupil Support Salaries	tbd	Enter position number at left.	tbd	Goal 1: All students graduate college, career, and community ready.	Teacher leaders will host inquiry cycles to support the learning of their peers.	235-19
Classified Support Salaries	\$8,934	Salesforce Principal Innovation Fund	2205	Classified Support Salaries	tbd	Enter position number at left.	tbd	Goal 1: All students graduate college, career, and community ready.	Teacher leaders will host inquiry cycles to support the learning of their peers.	235-20
TSA	\$96,097	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	7745	10-Month Classroom TSA	0.85	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will provide designated ELD to English Language Learners using content connected to their core day instruction.	235-21
Teacher Extended Contracts	\$2,500	Title I: Parent Participation	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers host parent orientations in the first few weeks of school to build relationships with families.	235-22



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:

- During Student-Led Conferences (three times a year), performance data is shared with parents, goals are agreed upon by the teacher and family, and strategies to support the students in meeting these goals both in the home and at school are discussed.

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:

- During Student-Led Conferences (three times a year), performance data is shared with parents, goals are agreed upon by the teacher and family, and strategies to support the students in meeting these goals both in the home and at school are discussed.
- During EXPOs at the end of each semester, parents are given an opportunity to see their child's completed work and hear their child reflect on the content and skills learned.
- During SST meetings, the academic achievement of individual students is discussed and monitored, as needed.

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.

The school communicates to families about the school's Title I, Part A programs by:

- MLA holds an annual Title 1 meeting with families in the fall.

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:

- MLA shares this general academic information with parents during Back to School Night.
- The School Site Council revisits this information throughout the year.

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:

- All MLA events and information is shared via a bi-monthly Bulletin in both English and Spanish.

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:

- Our PTSA and Padres Unidos coordinate family volunteer opportunities on a weekly basis through large events (such as the Dance-a-thon) and through smaller events (such as Wednesday “power hour”).

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:

- Each teacher shares a weekly class newsletter with their families through TalkingPoints or through their Room Parents. This newsletter details the homework and skills for the week, along with strategies to support their students' success.

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:

- This topic is discussed during an annual staff meeting and through professional development held before school begins.

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:

- The School Site Council is held on the second Thursday of each month. Families are invited to learn about MLA's Title 1 funds, SPSA, goals, and to share their voice in making decisions about our school.

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:

- MLA holds an Annual Title I meeting in the fall.

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:

- Translation is provided at family events.

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

- Families are surveyed during the Title 1 meeting and asked about topics they need support with.

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:

- Notes from Title 1 meetings are shared with the SELLS committee.

Adoption

This policy was adopted by the Melrose Leadership Academy School Site Council on August 31, 2020 and will be in effect for the period of August 31, 2020 through May 27, 2021.

The school will distribute this policy to all parents.

Brianne Zika
Name of Principal

s//Brianne E Zika
Signature of Principal

August 31, 2020
Date

Please attach the School-Parent Compact to this document.



School-Parent Compact

Melrose Leadership Academy

2020-2021

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:

- During Student-Led Conferences (three times a year), performance data is shared with parents, goals are agreed upon by the teacher and family, and strategies to support the students in meeting these goals both in the home and at school are discussed.

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- 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.

The school communicates to families about the school's Title I, Part A programs by:

- MLA holds an annual Title 1 meeting with families in the fall.

Signed virtually by participants in attendance of Title 1 Meeting on September 30, 2020

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:

- MLA shares this general academic information with parents during Back to School Night.
- The School Site Council revisits this information throughout the year.

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- Notes from Title 1 meetings are shared with the SELLS committee.

Adoption

This policy was adopted by the Melrose Leadership Academy School Site Council on September 30, 2020 and will be in effect for the period of August 10, 2020 through May 25, 2021.

The school will distribute this policy to all parents.

Brianne Zika

Name of Principal

Signature of Principal

Date

Please attach the School-Parent Compact to this document.



Strategic Resource Planning (SRP)

MELROSE LEADERSHIP ACADEMY
School Site Council Membership Roster
2020-2021

SSC - Officers

Chairperson:	Nayeli Bernal
Vice Chairperson:	JT Taylor
Secretary:	Bri Zika

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (required)	Term (1st or 2nd year term)
Bri Zika	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Anabel West	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Julie Palacios	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Karin Morris	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Mary Ramos	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Taino Williams-Mesa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Nayeli Bernal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Myron Lindsey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Clay Stockton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
JT Taylor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<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: (Day/Month/Time)	2ND THURSDAY OF EVERY MONTH AT 5:00 PM
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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;
- Secondary SSC's must have student member(s);** and
- Parents/community members cannot be OUSD employees at the site.

