

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	22-1722
Introduction Date	8/24/22
Enactment Number	22-1494
Enactment Date	8-24-2022 CJH



# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 24, 2022

**Subject** 2022-2023 School Plan for Student Achievement (SPSA) for Melrose Leadership Academy

**Ask of the Board** Approval by the Board of Education of the 2022-2023 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)**

- 2022-2023 School Plan for Student Achievement (SPSA) for Melrose Leadership Academy



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

## 2022-2023 School Plan for Student Achievement (SPSA)

**School:** Melrose Leadership Academy  
**CDS Code:** 1612596118640  
**Principal:** Brianne Zika  
**Date of this revision:** 5/23/20

**Board Office Use: Legislative File Info.**  
**File ID Number:** 22-1722  
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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](mailto:brianne.zika@ousd.org)

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/23/2022*

*The District Governing Board approved this revision of the SPSA on: 8/24/2022*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Gary Yee, Board President**

**2022-2023 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         | <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      |
| <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:

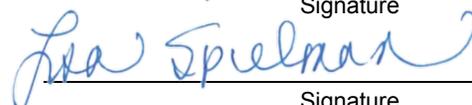
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes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

**Date(s) plan was approved:** \_\_\_\_\_

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

<input type="checkbox"/> Flyers in students' home languages	<input type="checkbox"/> Announcement at a public meeting	<input type="checkbox"/> Other (notices, ParentSquare blasts, etc.)
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**Signatures:**

Brianne Zika <i>Principal</i>	s/Brianne Zika Signature	5/23/2022 Date
JT Taylor SSC Chairperson	s/JT Taylor Signature	5/23/2022 Date
Kathleen Arnold Network Superintendent	 Signature	5.27.2022 Date
Lisa Spielman Director, Strategic Resource Planning	 Signature	5/27/2022 Date

## 2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
12/7/2022	Instructional Leadership Team	Shared timeline for 22-23 SPSA drafting staffing decisions, and budget lock-in
12/9/2022	School Site Council	Reviewed projected Title 1 budget approximation and voted on intended use of Title 1 funds
1/4/2022	Instructional Leadership Team	Shared enrollment and budget projections for 22-23, reviewed mid-year data set, previewed the budget priorities survey for 22-23
1/10/2022	Faculty Meeting	Shared enrollment and budget projections for 22-23, reviewed mid-year data set, staff completed a budget priorities survey for 22-23
1/18/2022	Instructional Leadership Team	Reviewed budget draft for 22-23; team gave feedback on what felt right and what revisions they would make
2/1/2022	Instructional Leadership Team	Shared a staffing and hiring update and shared 22-23 decisions to be made by the MLA Design Team
2/10/2022	MLA Design Team	re-launched MLA's design team and introduced the work of the spring, much of which is connected to the SPSA -- refining MLA's theory of action, determining MLA's longterm facilities, and determining if MLA will remain an EL Education partner school longterm
2/17/2022	School Site Council	Reviewed mid-year data set and identified strengths and root causes
2/24/2022	MLA Design Team	Began individual committee work in the committees listed above
3/24/2022	School Site Council	Part 2: Reviewed mid-year data set and identified strengths and root causes

## 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. 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. 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.

## 2022-2023 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$119,735.00
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	\$653,760.16

### 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)	\$116,625.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$44,370.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,110.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$283,385.00	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)	\$144,782.16	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)	\$61,488.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$119,735.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$534,025.16</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$653,760.16</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

## 2022-23 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: STUDENT GOALS & TARGETS

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

#### Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	50%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	50%

i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	50%
<b>English Language Arts Measures &amp; Annual Targets</b>					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-30.8	n/a	<i>not available until Fall 2022</i>	-15
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	47%	<i>not available until Fall 2022</i>	55%
<b>Mathematics/Science Measures &amp; Annual Targets</b>					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-68.9	n/a	<i>not available until Fall 2022</i>	-53
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	n/a
CAST (Science) at or above Standard	All Students	26%	n/a	<i>not available until Fall 2022</i>	35%

<b>LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.</b>					
<b>Academic Measures &amp; Annual Targets for Focal Student Groups</b>					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-114.6	n/a	<i>not available until Fall 2022</i>	-94.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-115.4	n/a	<i>not available until Fall 2022</i>	-100.0

i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	21%	<i>not available until Fall 2022</i>	30%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-142.4	n/a	<i>not available until Fall 2022</i>	-122.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-137.4	n/a	<i>not available until Fall 2022</i>	-117.0
<b>Reclassification Measures &amp; Annual Targets</b>					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	12%	5%	<i>not available until Fall 2022</i>	15%
LTEL Reclassification	Long-Term English Learners	15%	0%	<i>not available until Fall 2022</i>	15%

<b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.</b>					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	64%	77%	<i>not available until Fall 2022</i>	85%
Out-of-School Suspensions	All Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	African American Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	Special Education Students	4%	n/a	<i>not available until Fall 2022</i>	3%
Chronic Absenteeism	All Students	5%	5%	<i>not available until Fall 2022</i>	3%
Chronic Absenteeism	African American Students	0%	0%	<i>not available until Fall 2022</i>	0%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	75%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	75%

**1C: STRENGTHS, CHALLENGES & ROOT CAUSES**

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College/Career Readiness</i>	<ul style="list-style-type: none"> <li>-- Math: Every elementary grade made at least 10+ progress in closing the gaps in learning loss from distance learning.</li> <li>-- ELA: Students made significant progress in 3rd and 4th grade reading from fall to winter.</li> <li>-- SLA: Majority of students are proficient readers in Spanish at all grade levels. Significant progress made in 2nd and 3rd grade Spanish reading.</li> <li>-- Foundational Skills: Over 60% of students in K know their letters by February.</li> </ul>	<ul style="list-style-type: none"> <li>-- Math: All students have access to the same, rigorous, standards-aligned math curriculum -- Eureka. 3rd-5th graders who are 1+years below grade level have access to math intervention 2x a week.</li> <li>-- ELA: Whole-team implementation of Advance curriculum in 2nd-3rd and EL Modules in 4th-5th. PD and coaching designed by TSAs to support new implementation.</li> <li>-- SLA and Foundational Skills: Whole-team implementation of Adelante and Heggerty in K-3 SLA. PD and coaching designed by TSAs to support new implementation.</li> </ul>

<p><i>LCAP Goal 2: Focal Student Supports</i></p>	<p>-- Math: there are no significant gaps in math proficiency between our general ed population and any of our sub groups.  -- SLA: Students with IEPs made as much or more growth than their general ed peers from fall to winter according to the iReady ASR.  -- SLA: Socioeconomically disadvantaged students made as much or more growth as their middle class peers from fall to winter according to the iReady ASR in every grade but 1st.  -- SLA: English leaders made as much or more growth as their English-only peers from fall to winter according to the iReady ASR in every grade but 1st.</p>	<p>-- Math: 3rd-8th graders have access to math intervention small groups twice a week.  -- SLA: hybrid inclusion model is tailored to the needs of each student with an IEP  -- SLA: implementation of Tier 1 Adelante curriculum is providing access to complex texts for all students, including subgroups; TSA-led professional development and collaboration time is supporting teachers in providing small group supports and self-directed centers  -- SLA: Kindergarten reading tutors provide focused small groups supports in letters and sounds  -- SLA: reading intervention available to students 1+ years below in 1st, 2nd, and 3rd grades  -- SpEd: Our resource teachers, instructional aides, and SDC teachers meet weekly with the SpEd coach to collaborate and monitor their caseloads.</p>
<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<p>-- As COVID cases decrease in the spring of 2022, student absences are consistently hitting the target of less than 3 students per grade level per day.</p>	<p>-- Admin team allocates a significant amount of energy and time to monitoring student health and wellness, implementing daily COVID "no-go" list and daily testing  -- Attendance team calls home daily to inquire about attendance  -- TSA and CSM host weekly Apoyo meetings to wrap around student and family needs  -- OUSD Behavioral Health Interns and Fred Finch clinician have full counseling caseloads  -- Middle School Academic Counselor holds both individual sessions and small groups</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>-- Over 90% of faculty intend to return to MLA for the 22-23 school year.</p>	<p>-- Teachers given an extra collaboration period this year in grades TK-5  -- All teams (Climate/Culture, ILT, Equity Leadership) have significant teacher leadership  -- Extended contract time allocated to teacher leaders  -- Extended contract time allocated to teachers to collaborate over the summer</p>
<p><b>Focus Area:</b></p>	<p><b>Priority Challenges</b></p>	<p><b>Root Causes of Challenges</b></p>

<p><i>LCAP Goal 1: College/Career Readiness</i></p>	<ul style="list-style-type: none"> <li>- Math: math proficiency trails behind literacy proficiency at every grade level by at least 20 points at the beginning of the year.</li> <li>- TK-2 literacy curriculum: we began the year with a great deal of inconsistency in curriculum implementation and instructional practices in our TK-2 program</li> <li>- Science: TK-2 students do not have access to science instruction consistently</li> </ul>	<ul style="list-style-type: none"> <li>- Math: return from distance learning showed highest learning loss in math, particularly for 2nd-8th graders</li> <li>- Math: there are 2 new math teachers on the team and neither had consistent access to instructional coaching due to lack of staff</li> <li>- TK-2 literacy: MLA was a late-adopter of the Benchmark units and began the year continuing to implement expeditions. We made a mid-year shift to Benchmark for K and 2nd grades.</li> <li>- Science: TK-2 teachers are focusing on the Benchmark implementation and therefore have less time to implement FOSS</li> </ul>
<p><i>LCAP Goal 2: Focal Student Supports</i></p>	<ul style="list-style-type: none"> <li>- SLA: 1st graders who are English Learners and are low income are making less progress than their middle class and English-only peers.</li> <li>- ELD: English learners are reclassifying at a lower rate than students in the past (8% in 2021, down from 12% and 15% the years before). LTELs: there is a high rate of English Learners that are not reclassifying by the time they leave MLA's 8th grade.</li> <li>- Math: English learners and students with special needs in middle school are performing significantly below their peers in math; making less growth</li> <li>- Newcomers: developing English at a slower rate than their peers at other schools</li> </ul>	<ul style="list-style-type: none"> <li>- SLA: reading intervention model prioritizes students who are reading below grade level, rather than students who are low income or English learners.</li> <li>- ELD: while middle school teachers do have time in their schedule for designated ELD, walkthrough data shows that teachers are not implementing ELD practices in this space -- there is a need for focused PD and instructional design in our ELD spaces. ELA teachers need integrated ELD PD as well.</li> <li>- Math: core teachers have a math intervention block in the afternoons but it functions as a study hall for most students given teacher burnout and lack of planning time</li> <li>- Newcomers: Language allocation prioritized Spanish over English across MLA in every grade except for 5th. Newcomers at MLA have significantly less access to instruction in English than their peers at other schools</li> </ul>
<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<ul style="list-style-type: none"> <li>- Suspension rates increased significantly in 2022 amongst middle schoolers.</li> <li>- Many incidents of identity-based harm occurred in the fall of 2021.</li> <li>- Chronic absences high due to COVID.</li> <li>- Incidents of cell phone-related harm increased significantly in 2022 amongst middle schoolers.</li> </ul>	<ul style="list-style-type: none"> <li>- PBIS implementation is less consistent than in previous years; struggling priorities for how to allocate PD time</li> <li>- Students demonstrated significant challenges building healthy relationships and friendships after the pandemic</li> <li>- COVID policy in the fall mandated students quarantine for 10 days</li> <li>- Students demonstrated significant challenges building healthy boundaries with their phones after the pandemic</li> <li>- Teachers stretched thin and requested more time to plan for CREW</li> </ul>

<p><i>LCAP Goal 4: Staff Supports</i></p>	<ul style="list-style-type: none"> <li>- Admin team is stretched thin due to leadership across two sites</li> <li>- 2/3 of Admin team turning over in 2022</li> <li>- On a daily basis, at least 2 staff absent without sub coverage (sometimes up to 12 staff absent without sub coverage)</li> <li>- Teacher complaints of lack of equality in prep periods</li> <li>- Admin team covering for teachers daily</li> <li>- New math teachers do not have access to coaching</li> </ul>	<ul style="list-style-type: none"> <li>- Principal is stretched across 2 sites</li> <li>- Maxwell TSA unable to focus on PD and coaching due to 2nd job as newcomer case manager and social worker</li> <li>- Sherman campus was in first year of full operation and needed significant time to build systems</li> <li>- Lack of sub coverage district-wide</li> <li>- Lack of time to collaborate with ILT on prep schedule</li> <li>- There is no instructional leadership at the Maxwell campus, as both admin are covering for teachers or responding to behavioral incidents on a daily basis</li> </ul>
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#### **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.

## 2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

**School:** Melrose Leadership Academy

**SPSA Year Reviewed:** 2021-22

**SPSA Link:** [2021-22 SPSA](#)

### 2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

We have implemented many of the strategies and actions mapped out in our 2021-2022 SPSA.

- For area 1 (conditions for student learning), we had a specific focus on implementing morning meeting in grades TK-3 and on implementing Crew in grades 4-8. We were successful in creating space for these daily check-ins to occur, but our teachers continue to need support with planning intentional activities during this time. Our TK-2nd grade community participated in a spring PD cycle on trauma-informed practice, led by partners from the Office of Equity and the N2 Behavioral Health Department. The 3rd-8th teaching team participated in a winter PD cycle on using materials from Building Intentional Communities to collaboratively plan daily crew lessons with their team. Teachers continue to need significant support to make crew a successful Tier 1 community building support. We continue to implement RJ as a practice at MLA and held multiple circles over the course of the year to support both students and their families in repairing harm that was caused. That said, most of the RJ circles are held by the admin team. There is a need for additional PD and support so that teachers can begin to hold their own circles with students. We saw a significant increase in identity-based harm this year, particularly as it relates to gender, race, and sexuality. This is why we shifted our attention mid-year to intentional crew planning.

- For area 2, (standards based instruction), we had a specific focus on ensuring the conditions were in place for students to have access to rigorous, grade level instruction in each core content area. We rebuilt the schedule for both campuses to ensure there was enough instructional time allocated to each core subject, we began implementing Benchmark adelante and advance in TK-3, Heggerty in TK-2, Eureka in TK-5, OpenUp in 6-8, and the EL Modules in 4-8. Students continue to have access to FOSS in 3-8 as well. While we were able to ensure teachers are accessing and using the adopted materials in each grade, we have not yet implemented PD cycles aligned to each of the curriculum or instructional practices. TK-2 participated in a PD cycle on the fall based on heggerty, and a winter PD cycle based on Benchmark. 4-8 participated in inquiry cycles by department, but the cycles were not specifically aligned to the curriculum, as they were self-led. Part of the challenge we continue to face is that our admin team is stretched incredibly thin and there is not capacity to design or lead PD for the Maxwell site. We implemented iReady for the first time in grades K-5 to monitor reading achievement in Spanish and English and to monitor math achievement. We provided access to reading intervention for students below grade level in 1st through 3rd grade, small group reading instruction for students in TK and K, and small group math intervention for students in 3rd through 5th grade. Middle schoolers had access to intervention twice a week through a daily study skills block taught by their math teacher, or ELD block taught by their ELA teacher.

- For area 3 (language and literacy), we had a specific focus on refining the language allocation to ensure students were getting access to the appropriate amount of English and Spanish literacy, along with ELD support. We were able to make some significant shifts in 2nd and 3rd grades in the ELA allocation. Our 5th through 8th graders now have access to designated ELD for the first time. Our newcomers are weaving in and out of the grade level mainstream class in a seamless manner. What we are missing is specific PD focused on supporting language learners due to not having any staff that can lead PD at MLA.

- For area 4 (staff conditions), we had a specific focus on building community across sites, building teams within grade levels, launching affinity groups with our Equity Leadership Team, and giving teachers differentiated PD in which they had some voice and choice. We restructured the daily schedule so that teachers in grades 2-8 have common prep at least 3 times a week, and teachers in grades TK-1 have common prep at least 1 time a week, and 2 other preps for coaching and individual prep. This collaborative prep time enabled teams to make great progress in collaborative planning and streamlined the schedules for both staff and students. Teachers shared they were appreciative of the extra prep every week, though teachers in TK-1 shared frustration that their 2nd-5th grade colleagues had 30 min more prep per week than they did. This was due to the scheduling challenges of having staff go back and forth between the sites. It will continue to be a challenge next year. Further, while we launched our Equity Leadership Team led by 5 teachers, the team was not yet able to launch any PD or affinity groups for the staff, as they shared they were still not yet ready. They did join the Rebel Leader Collective through the National Equity Project and are continuing to build their capacity to lead their colleagues in equity work.

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

See the analysis 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.**

Due to a major shortage in subs, and due to 2 teachers who left mid-year, our admin team had to step into classroom spaces daily as teachers. Our CSM and Principal taught 8th grade math. Our TSA taught middle school study skills and crew. Our math interventionist shifted into teaching 4th grade math. As a result, many of the big picture goals and plans for professional development and school culture were put on hold, as our admin team was consistently in classroom spaces or responding to student conflict. Our TSA was originally allocated to support with professional development and coaching for teachers. While she was able to maintain her coaching caseload, she was unable to hold the professional development aspect of her role, as our newcomer social worker quit in the first week of school to take a job at another school. As a result, our TSA stepped in to fill the role of the newcomer social worker, providing case management support for each of our newcomers and welcoming support for the late-entry newcomers throughout the year. She was still able to hold the piece of her role focused on the coordination of ELPAC testing.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
TSA	Chronic Absenteeism	Our Maxwell TSA supports students and their families with COVID testing, COVID vaccinations, and case management for newcomers.	Our TSA's work is ensuring our students are healthy and are at school every day. For our newcomers in particular, our TSA supports our students and their families in remaining connected to the school and returning after quarantine.	Unfortunately, we don't have a newcomer social worker this year, so our TSA has had to fill the majority of this role. Our TSA has also stepped in to support with COVID testing and vaccinations. While this has increased our attendance rate and reduced our chronic absenteeism, it has taken away from her ability to support with PD and instructional leadership. We are hopeful this will no longer be part of the TSA role next year.
Ext'd Contracts: Intervention	Reading Inventory (RI) Growth of One Year or More	Our teachers have been given extended contracts to support with small reading and math groups after school.	We just learned that MLA students are showing significant growth in iReady in both math and reading, and we won an award for our schools' english learner growth on the iready.	We will continue to give students access to math and reading intervention next year.
Ext'd Contracts: Parent ED	Student Connectedness to School	Our teachers have opportunities to connect with families through EXPO nights and student led conferences.	Our families feel well-informed and connected to MLA and appreciate having two predictable conferences and two in-person EXPO opportunities every year.	Yes, we will continue these two practices.

**2022-23 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](#)

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

<b>School Priority:</b>	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.
<b>School Theory of Change:</b>	<p>If we create an environment in which...</p> <ul style="list-style-type: none"> <li>- students are supported in building community across difference in tier 1 circles through daily "crew" lessons</li> <li>- students are taught how to resolve conflicts through RJ circles with a trusted adult</li> <li>- students are given developmentally appropriate and structured opportunities to collaborate and engage with their peers</li> <li>- students are given leadership opportunities to make MLA the best school it can be for all students,</li> </ul> <p>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.</p>
<b>Related Goal:</b>	Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<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?
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.	Students participate in tier 1 crew lessons 3 times a week.	<ul style="list-style-type: none"> <li>- Suspension rates increased significantly in 2022 amongst middle schoolers.</li> <li>- Many incidents of identity-based harm occurred in the fall of 2021.</li> <li>- Chronic absences high due to COVID.</li> <li>- Incidents of cell phone-related harm increased significantly in 2022 amongst middle schoolers.</li> </ul>	
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.	Students have options to participate in RJ when there is a conflict.		
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.	All students and parents participate in 2-3 conferences per year.		

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.	All students receive character feedback on their report cards.		
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.	Students participate in a monthly asamblea and celebrations are shared.		
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.	Parents will feel informed about events in the school.		
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.	Classrooms will have basic supplies yearround.		
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.	Students participate in RJ circles if a conflict occurs on the yard.	<ul style="list-style-type: none"> <li>- Suspension rates increased significantly in 2022 amongst middle schoolers.</li> <li>- Many incidents of identity-based harm occurred in the fall of 2021.</li> <li>- Chronic absences high due to COVID.</li> <li>- Incidents of cell phone-related harm increased significantly in 2022 amongst middle schoolers.</li> </ul>	
1-9	Academic Counselor provides support to middle school students, and planning support to Crew leaders	Leaders hold COST meetings weekly to ensure students receive individual and small group services tailored to their needs.	Students receive counseling support. Students participate in daily tier 1 RJ circles.	<ul style="list-style-type: none"> <li>- Suspension rates increased significantly in 2022 amongst middle schoolers.</li> <li>- Many incidents of identity-based harm occurred in the fall of 2021.</li> <li>- Chronic absences high due to COVID.</li> <li>- Incidents of cell phone-related harm increased significantly in 2022 amongst middle schoolers.</li> </ul>	

1-10	Interns provide mental health services to tier 3 students.	Leaders hold COST meetings weekly to ensure students receive individual and small group services tailored to their needs.	Students receive counseling support.	<ul style="list-style-type: none"> <li>- Suspension rates increased significantly in 2022 amongst middle schoolers.</li> <li>- Many incidents of identity-based harm occurred in the fall of 2021.</li> <li>- Chronic absences high due to COVID.</li> <li>- Incidents of cell phone-related harm increased significantly in 2022 amongst middle schoolers.</li> </ul>	
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**District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION**

<b>School Priority:</b>	MLA students will have access to standards-aligned tier 1 curriculum in each of their classes.
<b>School Theory of Change:</b>	<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"> <li>- ensuring access to Tier 1 curriculum in ELA and Math that is aligned to the rigor and complexity of the CCSS</li> <li>- summer "unpacking" of the curriculum through a mini curriculum institute June 1-5</li> <li>- continuous support in how to effectively use the curriculum materials online through weekly PLCs</li> <li>- provide teachers with personalized coaching support in how to implement the chosen materials</li> <li>- provide teachers with collaborative planning time aimed at how to implement the chosen materials</li> <li>- training in how to add elements of an expedition to a curricular module</li> <li>- support with how to shift instruction by looking at student work and analyzing data</li> <li>- protected time and plans for how to share standards-based feedback with students and parents through crew conferences</li> </ul> <p>then students mastery of the grade level ELA and math CCSS will increase.</p>
<b>Related Goal(s):</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
<b>Students to be served by these actions:</b>	<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?
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.	All classes have a year-long curriculum map based in the standards.	<ul style="list-style-type: none"> <li>- Math: math proficiency trails behind literacy proficiency at every grade level by at least 20 points at the beginning of the year.</li> <li>- TK-2 literacy curriculum: we began the year with a great deal of inconsistency in curriculum implementation and instructional practices in our TK-2 program</li> <li>- Science: TK-2 students do not have access to science instruction consistently</li> </ul>	

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	All classes have daily standards-aligned learning targets.	- Math: math proficiency trails behind literacy proficiency at every grade level by at least 20 points at the beginning of the year. - TK-2 literacy curriculum: we began the year with a great deal of inconsistency in curriculum implementation and instructional practices in our TK-2 program - Science: TK-2 students do not have access to science instruction consistently	
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.	Report cards and Student-Led Conferences report out on student standard mastery.		
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.	Students reading below grade level have access to intervention and make significant progress towards grade level. .		
2-5	A team of leaders and teacher leaders will collaborate to refine our language allocation model during spring and summer planning.		We will have a clear 90/10 model to share for 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.	Students have access to rigorous ELA instruction daily.		
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.	Expedition plans and STAs are documented.		
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.	Intervention schedule.		

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

<b>School Priority:</b>	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.
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<b>School Theory of Change:</b>	<p>If we provide students with rigorous literacy instruction through</p> <ul style="list-style-type: none"> <li>- ensuring schedules meet the ratio of Spanish:English minutes according to OUSD's 90/10 language allocation</li> <li>- clarifying the core instructional experiences of each grade level in Spanish and English</li> <li>- giving teachers access to high-quality Tier 1 curriculum in Spanish Language Arts and English Language Arts</li> <li>- giving teachers training in how to use the high-quality Tier 1 curriculum in Spanish Language Arts and English Language Arts</li> <li>- supporting teachers in designing Expeditions that use literacy materials from the SLA curriculum and ELA curriculum</li> <li>- providing time in PLCs for teachers to collaboratively plan for ONLINE delivery using SLA and ELA curriculum</li> <li>- providing newcomers with both ELA and SLA intervention to strengthen literacy skills in their home language</li> </ul> <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>				
<b>Related Goal(s):</b>	<p>All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.</p>				
<b>Students to be served by these actions:</b>	<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?
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.	Language target map for each grade level.		
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.	MLA Assessment Data Tracker		
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.	MLA jumprope data		
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.	Language allocation model.		

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.	Language target map for each grade level.	<ul style="list-style-type: none"> <li>- SLA: 1st graders who are English Learners and are low income are making less progress than their middle class and English-only peers.</li> <li>- ELD: English learners are reclassifying at a lower rate than students in the past (8% in 2021, down from 12% and 15% the years before). LTELs: there is a high rate of English Learners that are not reclassifying by the time they leave MLA's 8th grade.</li> <li>- Math: English learners and students with special needs in middle school are performing significantly below their peers in math; making less growth</li> <li>- Newcomers: developing English at a slower rate than their peers at other schools</li> </ul>
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.	Fully hired electives team on both campuses.	

**District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

<b>School Priority:</b>	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.
<b>School Theory of Change:</b>	<p>If teachers have consistent access to high-quality professional development, including:</p> <ul style="list-style-type: none"> <li>- Authentic opportunities to connect and build meaningful relationships with faculty and staff</li> <li>- Weekly PLCs facilitated by teacher-leaders</li> <li>- Creative choice in shaping their own inquiry to drive their professional practice</li> <li>- Weekly collaboration with grade level team and admin focused on alignment, pacing and instruction</li> <li>- Opportunities to monitor student progress through looking at student work and assessments in PLCs</li> <li>- Access to high-quality, published, standards-aligned curriculum</li> <li>- Personalized support for new teachers to MLA</li> </ul> <p>then teachers will increase their collective efficacy and impact on student learning.</p>
<b>Related Goal(s):</b>	Our staff are high quality, stable, and reflective of Oakland's rich diversity.
<b>Students to be served by these actions:</b>	<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?
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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.	Expedition maps and STAs.	<ul style="list-style-type: none"> <li>- SLA: 1st graders who are English Learners and are low income are making less progress than their middle class and English-only peers.</li> <li>- ELD: English learners are reclassifying at a lower rate than students in the past (8% in 2021, down from 12% and 15% the years before). LTELs: there is a high rate of English Learners that are not reclassifying by the time they leave MLA's 8th grade.</li> <li>- Math: English learners and students with special needs in middle school are performing significantly below their peers in math; making less growth</li> <li>- Newcomers: developing English at a slower rate than their peers at other schools</li> </ul>	
4-2	All teachers will participate in a coaching cycle with an administrator or TSA.	Leaders will host coaching cycles for each teacher.	Coaching calendar		
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.	Peer observation calendar		

CONDITIONS FOR BLACK STUDENTS ( <a href="#">instructions &amp; resources</a> )	
<b>School Priority:</b>	Black students, families, and staff will feel welcome and an important part of MLA's community.
<b>School Theory of Change:</b>	If Black students, families, and staff have access to spaces in which their voices are centered and their identities are affirmed, they will feel welcome and an important part of MLA's community.
<b>Related Goals:</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>Black students and families</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	Grade level teams will generate crew and morning meeting plans that support all students in respecting each others' unique identities.	Leaders will prioritize time for grade level teams to plan crew and morning meeting activities; will partner with BeTheChange and EL Education for input and support.	Crew and morning meeting plans		
5-2	Teachers will choose texts that center the voices and experiences of Black protagonists and authors.	Leaders will support teachers in analyzing their text choices.	Grade level text sets.		
5-3	Teachers will build authentic connections and relationships with Black students and their families.	Leaders will support teachers in participating in home visits and leading Spanish workshops with Black families in partnership with FoAD.	Family workshops and home visits.		
5-4	Teachers will support students in building friendships across lines of difference.	Leaders will provide PD to support teachers in this work.	PD on race and identity work.		
5-5	Teachers will engage in racial equity and affinity group work.	Equity Leadership Team will host affinity groups.	Staff affinity groups.		

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([elementary instructions & resources](#))**

<b>School Priority:</b>	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.
<b>School Theory of Change:</b>	<p>If classified English Learners have access to daily targeted designated ELD, including:</p> <ul style="list-style-type: none"> <li>- providing a protected time in every English Learner's schedule for the appropriate amount of designated ELD</li> <li>- providing designated ELD instruction that draws from the Tier 1 curriculum and content</li> <li>- providing designated ELD instruction that targets students growth areas according to ELPAC</li> <li>- providing opportunities for ELs to collaborate through talk</li> <li>- providing ELs and their families with consistent feedback on language acquisition targets and goals</li> <li>- providing integrated ELD opportunities that enable students to collaborate with language models</li> <li>- providing integrated ELD opportunities that support students with accessing the core content</li> <li>- authentically partnering with families of English Learners to support their childrens' language acquisition</li> </ul> <p>then English Language Learners will increase their language acquisition.</p>

<b>Related Goals:</b>		All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.			
<b>Students to be served by these actions:</b>		<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?
6-1	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 targets on boards during walk-throughs		
6-2	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.	ELLMA walk-through data		
6-3	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.	Instructional schedule		
6-4	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.	Instructional schedule		

<b>ARTS, MUSIC AND WORLD LANGUAGES (MEASURE G1)</b>	
<b>School Priority:</b>	All students will have access to high quality Spanish instruction.
<b>School Theory of Change:</b>	If students have access to Spanish instruction following the 90-10 model, they will be literate in both Spanish and English by the end of the 3rd grade, and they will receive the biliteracy pathway award.
<b>Related Goal:</b>	Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>All Students</i>

**PROPOSED 2022-23 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 SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
10-Month Teacher on Special Assignment (TSA)	\$68,876	One-Time COVID Funding	1119	Certificated Teachers on Special Assignment Salaries	8843	10-Month Classroom TSA	0.60	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers collaboratively design daily crew lessons for their classes to build community across difference.	235-1
10-Month Teacher on Special Assignment (TSA)	\$77,016	One-Time COVID Funding	1119	Certificated Teachers on Special Assignment Salaries	8844	10-Month Classroom TSA	0.50	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Teachers will implement daily rigorous lessons aligned to the ELA and math CCSS, using agreed upon elements of high-quality CCSS-aligned curricula	235-2
10-Month Teacher on Special Assignment (TSA)	\$0	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	8843	10-Month Classroom TSA	0.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Teachers will implement daily rigorous lessons aligned to the ELA and math CCSS, using agreed upon elements of high-quality CCSS-aligned curricula	
10-Month Teacher on Special Assignment (TSA)	\$111,294	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	7745	10-Month Classroom TSA	0.95	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Teachers will implement daily rigorous lessons aligned to the ELA and math CCSS, using agreed upon elements of high-quality CCSS-aligned curricula	235-4
Admin Stipend for AP	\$10,000	General Purpose Discretionary	1320	Certificated Supervisors' and Administrators' Salaries: Stipends		Certificated Supervisors' and Administrators' Salaries: Stipends		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Assistant Principal will be compensated fairly for the additional work of being a full-time site leader.	235-5
After School Program Contract	\$144,782	After School Education & Safety (ASES)	5100	Subagreements For Services		After School Contracts		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	After school providers will support students with enrichment and homework help.	235-6
Behavioral Health Interns	\$20,000	LCFF Supplemental	5739	Mental Health Provider		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Satisfaction with Professional Development	Mental health clinicians will hold Tier 2 and Tier 3 supports for students.	235-7
Bilingual Teacher	\$0	LCFF Supplemental	1105	Certificated Teachers' Salaries	1715	Teacher Bilingual	0.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Teachers will identify opportunities for transfer between English and Spanish.	235-8

PROPOSED 2022-23 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 SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Bilingual Teacher	\$62,337	LCFF Supplemental	1105	Certificated Teachers' Salaries	1048	Teacher Bilingual	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Teachers will identify opportunities for transfer between English and Spanish.	235-9
Bilingual Teacher	\$59,189	Measure G1	1105	Certificated Teachers' Salaries	7205	Teacher Bilingual	0.70	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Satisfaction with Professional Development	A team of leaders and teacher leaders will collaborate to refine our language allocation model during spring and summer planning.	235-10
Books other than textbooks	\$2,299	Measure G1	4304	Classroom Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Leaders will provide a STIP sub schedule to support teachers with coverage so they can see each other teach.	235-11
Classified support salaries	\$12,000	LCFF Supplemental	2205	Classified Support Salaries	7747	School Enrichment Recess Coach	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	LTEL Reclassification	Teachers will monitor student progress in literacy by following the assessment calendar.	235-12
Community School Manager	\$112,042	One-Time COVID Funding	2305	Classified Supervisors' and Administrators' Salaries	3480	Program Mgr Community School	0.95	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC Math Distance from Standard Met	Leaders will provide a STIP sub schedule to support teachers with coverage so they can see each other teach.	235-13
Copier Maintenance	\$3,370	General Purpose Discretionary	5610	Equip Maintenance Agreemt		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Leaders train core day and after school teachers in the process of holding RJ circles through modeling.	235-14
Extended Contracts for Teachers	\$10,000	General Purpose Discretionary	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	College/Career Readiness	All teachers will participate in a coaching cycle with an administrator or TSA.	235-15
Extended Contracts for Teachers	\$32,949	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	College/Career Readiness	All teachers will participate in a coaching cycle with an administrator or TSA.	235-16

PROPOSED 2022-23 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 SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Extended Contracts for Teachers	\$5,331	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	College/Career Readiness	Students who are reading one year or more below grade level will have access to reading intervention in TK-2.	235-17
Extended Contracts for Teachers	\$3,110	Title I: Parent Participation	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Teachers host RJ circles when conflicts arise that support students in repairing harm.	235-18
Noon Supervisor	\$40,706	One-Time COVID Funding	2905	Other Classified Salaries	9011	Noon Supervisor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Satisfaction with Professional Development	Teachers will "unpack" high-quality, standards-aligned curriculum to understand standard alignment (see other categories for more information about PD vision)	235-19
Substitute Teacher Incentive Plan (STIP) Teacher	\$29,416	LCFF Supplemental	1105	Certificated Teachers' Salaries		STIP Teacher	0.40	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Leaders provide teachers with grading platform that enables tracking of student character targets.	235-20
Substitute Teacher Incentive Plan (STIP) Teacher	\$66,078	LCFF Supplemental	1105	Certificated Teachers' Salaries	7572	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Leaders will provide access to quality curriculum and designated time and PD to support teachers in understanding the standards-alignment.	235-21
Substitute Teacher Incentive Plan (STIP) Teacher	\$66,990	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	8230	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	CAST (Science) at or above Standard	Teachers will provide access to high quality instruction in both Spanish and English daily.	235-22
Supplies	\$21,000	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teachers will monitor student progress on district assessments.	235-23
Tech licenses	\$3,606	LCFF Supplemental	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teacher leaders will host inquiry cycles to support the learning of their peers.	235-24

**PROPOSED 2022-23 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 TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
TK-2 Bilingual Teacher	\$56,999	LCFF Supplemental	1105	Certificated Teachers' Salaries		Teacher Bilingual	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Satisfaction with Professional Development	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.	235-25



## Melrose Leadership Academy 2021-2022

### 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:

*Signed virtually by participants in attendance of Title 1 Meeting on August 26, 2021*

- 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:

*Signed virtually by participants in attendance of Title 1 Meeting on August 26, 2021*

- 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 26, 2021 and will be in effect for the period of August 26, 2021 to May 26, 2022.

**The school will distribute this policy to all parents.**

Brianne Zika  
**Name of Principal**

s/Brianne Zika  
**Signature of Principal**

8/26/2021  
**Date**

*Please attach the School-Parent Compact to this document.*



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

## **School-Parent Compact 2021-22**

*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 2020-21 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.**
  - a) Hold all students to high standards of student achievement in character, mastery of knowledge and skills, and high quality work.
  - b) Implement the OUSD-adopted curriculum for literacy, math, science, social studies, and the arts.
  - c) Provide enriching and empowering curricular experiences in alignment with the Expeditionary Learning (EL Education) core practices, including authentic projects, fieldwork, and visits with experts that support students in making a positive change towards social justice in their community.
  - d) Implement culturally responsive learning experiences that are inclusive and enable all students' participation while fostering collaboration and teamwork.
  - e) Implement the OUSD-adopted assessment schedule to monitor student progress; share feedback transparently with students to support them in developing agency, revising their work, and meeting their learning goals.
  - f) Provide interventions and differentiation whenever possible and appropriate to support students who are performing below grade level.
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
  - a) Each MLA teacher will host at least two (2) family conferences for each student per year -- one in the fall and one in the spring.
  - b) Conferences will have a uniform agenda across grade levels.
  - c) Conferences will give families the opportunity to learn about their child's progress towards meeting grade level standards and character learning targets.

- d) Students will lead their own conferences, with the support of their crew leader or teacher, beginning (at the latest) towards the end of 3rd grade.
- 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.**
- a) Elementary report cards are made available to families at the end of each trimester via the Aeries Parent Portal, and are reviewed during Parent-Teacher conferences.
  - b) Middle School progress reports and report cards are made available to families at the end of each marking period via the Aeries Parent Portal.
  - c) Each MLA teacher hosts an annual Back to School Night within the first 8 weeks of the school year to share an orientation to the learning goals for the year.
  - d) Elementary Teachers will share weekly grade level newsletters with families, describing the learning targets of focus for the week, longterm projects of note, and upcoming state assessments.
  - e) Upper Elementary and Middle School Teachers will share academic updates with families by consistently updating students' learning target mastery on Jumprope.
  - f) Each MLA teacher hosts two (2) annual EXPOs -- expositions of student learning -- in which students present their high quality work to their families and to the community and share the process they followed to complete their work.
  - g) Families of students who are in need of intervention or additional support participate as a member of SST, IEP, and 504 team meetings.
- 4) Provide parents reasonable access to staff.**
- a) Teachers will respond to parent virtual communication (emails, phone calls to the office, and ParentSquare messages) within 24 hours on working days.
  - b) Families may reach out to their school's site leader to request an in-person meeting with the teacher, should further collaboration and clarification be necessary after virtual communication has already been attempted.
- 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.**
- a) MLA's family leadership groups, such as the PTSA, Padres Unidos, FoAD, and GreenTeam, coordinate parent involvement in volunteer activities.
  - b) All MLA family communication is translated into Spanish.
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**
- a) MLA's family leadership groups, such as the PTSA, Padres Unidos, and FoAD, collaborate with school staff to host workshops for families.
  - b) MLA's SELs committee shares information with MLA families regarding reclassification of English Learners.
  - c) On occasion, individual teachers and teams of teachers may host a parent event such as a "math night" to support families in learning how to support their students at home.
- 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.**

- a) During staff onboarding, teachers are introduced to MLA's family leadership groups, and are trained in MLA's approach to family engagement.
- 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.**
- a) All MLA family communication is translated into Spanish.
  - b) MLA's Leadership Team sends a Bulletin to families between 1-2 times per month. The Bulletin includes upcoming events and important information.
  - c) MLA families are encouraged to download and log into the ParentSquare application to receive communications from the District, School, and their child's teacher.

**MLA Home-School-Community Pledge**  
[Linked here](#), find the MLA Home-School-Community Pledge

### **Teacher Responsibilities**

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

- Embody the agreements described in the MLA Home-School-Community Pledge.

### **Parent Responsibilities**

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

- Embody the agreements described in the MLA Home-School-Community Pledge and follow the rules in the MLA Parent Handbook.
- 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.

### **Student Responsibilities**

As a student, I agree to carry out the following responsibilities to the best of my ability:

- Embody the agreements described in the MLA Home-School-Community Pledge and follow the rules in the MLA Student Handbook.

This Compact was adopted by the School Site Council on September 30, 2021 and will be in effect for the period of October 1, 2021 to May 28, 2022.

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 December 1, 2021.

### **Signature of Principal**

s/Brianne Zika, November 24, 2021



## MELROSE LEADERSHIP ACADEMY

### School Site Council Membership Roster

**2021-2022**

### SSC - Officers

Chairperson:	JT Taylor
Vice Chairperson:	Myron Lindsey
Secretary:	Brianne Zika

### 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?)
Brianne Zika	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
Julie Palacios	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Gloria Garcia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Anabel West	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Mary Ramos	<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"/>	2
Myron Lindsey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Ana Ramirez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Violeta Escobar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Taino Mesa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> <small>(Day/Month/Time)</small>	Every 2nd Thursday of each month at 5:30 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.

