OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Melrose Leadership Academy

2016-17 Measure G1 Commission Presentation

Presented by Moyra Contreras

Presented to Measure G! Commission

June 6, 2017

The vision of Melrose Leadership Academy is to partner with families, community members and students 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 is a place where students 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.

Demographic, Academic & Culture/Climate Data:

514 TK-8 students (160 middle school students)

- 69.8% Latino
- 12.3% Caucasian
- 10.5% African American
- 1% Asian
- 4.7% Multiracial
- 39.8% English Language Learners

- 1 suspension
- 6.5% Chronic Absences
- 5th grade

  EDL 83% at or above grade level reading (Spanish)

  DRA 61% at or above reading (English)

Overarching Vision for G1 Funds

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- World Language Offerings at MLA:
  MLA is a Dual Language TK-8 school
  Our goal is to have all students prepared to pass AP Spanish in 9th grade
- G1 Funding will be used for:
  Introducing an Advanced Spanish class in 8th grade

Grounded: School Wide Root-Cause Analysis

Theory Of Action :

Possible Challenges: We anticipate the following obstacles to success:

- Identifying and on-boarding qualified candidate to teach class

Based upon this theory of action, we plan to see the following successes:

- 8th grade students prepared for bilingual portfolio presentation
- 8th grade students leaving MLA prepared to pass the AP Spanish test

2017-18 Measure G1 Budget Allocations

Expense	Description	Rationale
30,536	2 sections of Spanish for 8th graders	Prepare students for presenting bilingual Portfolio and to leave middle school prepared to pass the AP Spanish test in 9th grade

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Community Schools, Thriving Students

Measure G1 Grant Application 2017-18

Draft Due March 1, 2017

School:	Melrose Leadership Academy	Principal	Moyra Contreras
School Address	4730 Fleming Avenue	Principal Email:	moyra.contreras@ousd.org
School Phone	535-3832	Principal Phone:	535-3832
2017-18 Enrollment (6-8)	160	Anticipated Grant Amount*.	$30,536

**Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 6-8 enrollment on the 20 day count.*

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
241	273	60%	6%	0%	39.8%	100%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
10.5%	.2%	1%	69.8%	.8%	0%	12.3%	4.7%

Measure G1 Lead Team (can be a pre-existing team such as ILT)	
Name	**Role**
Lubia Sanchez	Assistant Principal
Moyra Contreras	Principal
Andrea Maoki	Teacher
Laura Alvarez	Teacher

School Vision:

The vision of Melrose Leadership Academy is to partner with families, community members and students 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 is a place where students 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.

Middle School Measure G1 Self- Assessment:

Measure G1 Data Analysis

Priority Areas:

Mastery of Knowledge: Reduce the achievement gap in Spanish and English between students whose parents have some college and those with no high school education.

Character: Students consistently gather, reflect on, and share work showing mastery of academic and character learning targets.

High Quality Work: Designing Learning Expedition tasks that require analysis and application of learning. Sustain Positive Climate through Restorative Practice, Peace-Making Circles and partnership with Higher Ground.

Music (Rubric Score)		Art (Visual Arts, Theater, and Dance)	
Access and Equitable Opportunity	Entry	Access and Equitable Opportunity	Entry
Instructional Program	Entry	Instructional Program	Entry
Staffing	Basic	Staffing	Basic
Facilities	Entry	Facilities	Basic
Equipment and Materials	Basic	Equipment and Materials	Basic
Teacher Professional Learning	Entry	Teacher Professional Learning	Entry
World Language (Rubric)			
Content and Course Offerings	Sustaining		
Communication	Sustaining		
Real world learning and Global competence	Sustaining		

5th - 6th Grade Enrollment/Retention (SPF/SPSA/Enrollment)		Safe and Positive School Culture (SPF/SPSA)	
2016-17 Enrollment Data (projection vs. 20 day)		SPF - Suspension	
ES Outreach Strategy Actions		SPF - Chronic Absence	
Programs to support ES students transition to MS		CHKS data	

Please make sure to provide meeting agenda and minutes of the engagement meetings with this application.

Community Engagement Meeting(s)	
Community Group	**Date**
SSC	03/09/2017

Staff Engagement Meeting(s)

Staff Group	Date
Staff Meeting	3/01/2017

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Identify the team (i.e. ILT function, community;SSC, PTA) to engage in self-assessments and generate a design plan for electives, 5th - 6th grade retention, and school culture . This Team will create the Implementation Plan to address the following:

   The Goals of the Measure
   - Increase access to courses in arts, music, and world languages in grades 6-8
   - Improve student retention during the transition from elementary to middle school
   - Create a more positive and safe middle school learning environment

2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis.

3. Please explain how you plan on using the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.

4. Add additional lines if you would like to add additional budget items.

5. All budget items should total up to the total grant amount based on projected enrollment for 2017-18.

1. Music Program

Programmatic Narrative Based on Rubric
We are solidly between Entry and Basic level on the Music program evaluation rubric. Through a district provided Music teacher we are able to offer 3 periods of Music two times a week. The teacher is fully credentialed and qualified and we have collaborated with her to adjust our limited facilities to meet her instructional needs. She currently uses the stage for instruction. Given the space limitations, we would like to hold off on expanding our music program for 2 years while we lobby for an additional classroom so that we can have a dedicated music room. Once we are successful at obtaining a room, we would like to add an additional 2-3 days a week of music. we are confident that we would be able to move from Entry/Basic to Basic/Quality. Specifically we would be able to offer a Band elective and a Smart Music Elective, in addition to the already provided Introduction to Music. This would allow us to respond to the increased student and parent demand for music instruction. (Demand = about 50 more students wanting Music than we were able to serve each semester) In addition, having a full time music teacher would allow us to integrate music into other parts of the school program, specifically development of Expeditions, schoolwide assemblies, grade level celebrations and Expos. We anticipate requesting this funding support for an expansion of our music program in the 2018-19 school year.

Budget	2017-18 Activities	Anticipated Outcome

2. *Art Program*

Programmatic Narrative Based on Rubric
Similar to Music, we are at the Entry and Basic level on the Art program evaluation rubric. While we have secured qualified staffing, adjusted the schedule and secured the appropriate classroom we are ready to move beyond a single level offering. Currently we are able to provide three sections of Intro to Art, 4 times a week for students 6-8th. For next year we are eager to provide an Introductory Painting course.

Budget	2017-18 Activities	Anticipated Outcome

3. *World Language Program*

Programmatic Narrative Based on Rubric
World Languages Narrative - As a 90-10 Dual Immersion school (Spanish and English) we are squarely in the Sustaining category on the self assessment rubric. The area that would move us to thriving would be the integration of service-learning experiences within our Expeditions and additional advanced Spanish opportunities. Funding for these experiences has been a consistently lacking. We would like to use the additional G1 funding to support the expansion of our Spanish program, offering advanced Spanish to middle school students.

Budget	2017-18 Activities	Anticipated Outcome
$30536	Provide World Language (Spanish)	Bilingual Expo work and Portfolio presentations conducted in Spanish and English. Students in 8th grade prepared to pass AP Spanish in 9th grade.

2. *5th to 6th Grade Enrollment Retention*

Programmatic Narrative Based on Data Analysis
5th grade and 6th grade percent attendance are at 96%. Perfect attendance is acknowledged with monthly celebrations where students receive pencils. The main issues for 5th and 6th grade attendance issues continue to be tardies. There are approximately 16 students who are consistently tardy. A non-punitive,

incentive-based program needs to be established to support these families and students to be on time everyday.

Budget	2017-18 Activity	Anticipated Outcome

3. *Safe and Positive School Culture*

Programmatic Narrative Based on Data Analysis
As our SPF ratings show, MLA has established stable and positive conditions for student learning and student, staff, and community engagement. We have had only 1 formal suspension and 22 office referrals this year. The vast majority of our student-student conflict and student discipline are resolved via peacemaking circles and restorative conversations. This year we have a student leadership club that recently has taken over the planning and emceeing of monthly school-wide meetings.

Budget	2017-18 Activity	Anticipated Outcome

Melrose LEADERSHIP ACADEMY
Sembrando Comunidad | Growing Community

School Site Council

Thursday, March 9th , 2017

5:30 – 7:00 pm

Room #2

AGENDA

1. Welcome and Introductions
2. Approval of minutes
3. Updates
    a. Staffing
    b. Committees/Collaborations
    c. Design Team
4. Unfinished Business
    a. 2017-2018 Budget & Funding Priorities
5. New Business
    a. Review CHKS Survey Results 2016-2017
    b. Measure G1 assessment and Funding Priorities
6. Adjourn

I.Welcome: Andrea Lowe

Attendees: Andrea Lowe, Gabriela Casal, Amara Schoenberg, Tim Lee, Moyra Contreras, Ali Medina, Benita Jain, Jahman Lee, Jennifer

Absent: Bryson Brown, Gilberto Oliveros, Mayra Hernandez

Review Minutes from the last meeting – Minutes not available in Spanish yet. Moyra moved to approve and Gabriela seconded. Proposal was approved unanimously.

II. Staffing updates:

Andrea Maoki – Newcomer Teacher in 2016-17, long history of working in many roles at MLA and taught many middle school grades (Created Extended Day Program MS, Parent Liaison, Humanities 6th & 7th, and Math/Science 6th & 7th, was on original design team for MLA 16 years ago; was on Redesign 8 years, and will now be on this new one)

New Teacher Interviews – 8 interviews over next 2 weeks 4-7pm 2 days, interview team met last Sat: Luz, Lubia, Lara and Moyra

Jahman Lee – newly hired CSM; managing partnerships/bring new partnerships, Apoyo, SST support, outreach recruitment, and more

Maestro Max Hernandez – moved from TK tutor to STIP Sub for design team teachers, etc

Cinthya – from BACR After School Program now TK tutor and doing yard duty

III. Update on Design Team work

Middle School visit days – calendared

Teachers are working on student and teacher profiles – an MLA graduate has the following skill sets, capabilities, etc.

Will finalize Teacher Profiles on 3/19 – took draft from design team to teachers, met last Tuesday 4-7pm and incorporating student feedback (6th grade wants a teacher that doesn't give up on them).

IV. 2015-16 Budget

MLA received a cut in Title I funding: $23,739 – our #'s of Title 1 students were down on the 20th day; we actually have more Title 1 youth now; will expect to see some back in Spring or Fall 2016 but need to cut now; Approximately 55% Title 1; want a diverse school but not to lose our Title 1 funding

Last month we approved a plan to use the remaining Title 1 funds but now with this cut, we cannot fund all of the proposal from last month.

Moyra proposal to cut:

1. Chrome Book cart – cut one $15,000
2. Supplies for Expeditions/Materials $6,794 – leveled books, other materials, multiple copies
3. Teacher extra time - $3,000

This would leave in place the $3,000 teacher extra time, $3,000 for conferences and $4,000 for materials for Expeditions.

Andrea: We need to look at how we put our budget together differently in the future .

MLA Grow: We will look for grant opportunities for supplies and materials.

Moyra: More money coming from state is going to teacher salaries which will mean more stable workforce.
Andrea: can we collaborate with PTSA Fundraising Committee for basic needs like these books for next year?
PTSA: We can think about next year's PTSA budget for discussions. This year's budget is completed and being funded. Parents asking about Donors Choose verses PTSA fund.
Ali: It is appealing to have Donors Choose for teachers b/c it is platform to ask for donations from anyone in the cyber world e.g. their family.
Doug motioned to:
Amend the budget from the last meeting as proposed by Moyra to reflect a reduction in the chrome book, teacher substitute time, and Expeditions materials
Amara seconded the motion. The motion was approved unanimously.

V. New Business

a. SSC Self-Assessment Overview – central request complete by end of the year; next meeting in April review tool and in May will fill it out; Andrea will get on the email list from Raquel Jimenez @ OUSD who runs these meetings and trainings.
b. SSC Engagement Strategy – this is a good place for report outs from other committee work in the school b/c we have a great representation on the SSC of the various committees
c. Site Plan – CSSSP 3 goals 1) students read at grade level (support differentiation using SRI & other assessment) 2) Climate (strengthening CREWs like Advisory adopt a small group of kids to create a supportive climate in SEL and academics define more what it is and develop a process for training non teachers to support Crews & Encourage 3 Agreements that are our Habits of Heart and Mind 3) students produce high quality work – engaged, building expeditions long term projects
Will continue all 3 Goals in 2016-17
Andrea: How is reading progress?
Moyra: it is complicated b/c of Newcomers (trauma, SEL, Literacy in native language, school experience) and Dual Language
18 students across grade levels reclassified to RFEP 4 or 5 CELDT Score and SRI – expect to see them reclassified in 4th grade b/c dual language; MLA does not have a high percentage of kids that stay EL
D. G1 Assessment: Moyra explained that there will be new funds from the city to support middle school electives starting next year. The SSC engaged in a process of assessing strengths and areas of growth for our electives programs.

VI. Additional Comments

Enrollment: Just got enrollment list today – was just a straight lottery like with every school. They made no exceptions for dual language schools. The enrollment focus group was about including Charter Schools in the enrollment process not about the enrollment lottery.
Moyra went down to enrollment office to check numbers: TK & K 25% of kids have a Spanish surname but no idea about language.

Very disappointing to the SSC Members as this has a huge effect on the instructional model. SSC will be adding this to their monthly meeting agendas and devise a strategy to move the dial on enrollment processes using OUSD allies and other school partners.

MLA staff Meeting
3/1/17
Measure G1 Electives planning

Notes from staff meeting G1 discussion and assessment of middle school electives program at MLA

We are solidly between Entry and Basic level on the Music program evaluation rubric. Through a district provided Music teacher we are able to offer 3 periods of Music two times a week. The teacher is fully credentialed and qualified and we have collaborated with her to adjust our limited facilities to meet her instructional needs. She currently uses the stage for instruction. Given the space limitations, we would like to hold off on expanding our music program for 2 years while we lobby for an additional classroom so that we can have a dedicated music room. Once we are successful at obtaining a room, we would like to add an additional 2-3 days a week of music. we are confident that we would be able to move from Entry/Basic to Basic/Quality. Specifically we would be able to offer a Band elective and a Smart Music Elective, in addition to the already provided Introduction to Music. This would allow us to respond to the increased student and parent demand for music instruction. (Demand = about 50 more students wanting Music than we were able to serve each semester) In addition, having a full time music teacher would allow us to integrate music into other parts of the school program, specifically development of Expeditions, schoolwide assemblies, grade level celebrations and Expos. We anticipate requesting this funding support for an expansion of our music program in the 2018-19 school year.

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Measure G1 Commission Middle School Proposal Rubric

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School Name: **Commissioner:**

	Area of Focus	Score	Notes
1.	Proposal keeps equity at the forefront		
2.	Includes all required components		
3.	Proposed use of funds is aligned to the intent of the measure		
4.	Supplementing existing program, not supplanting		
5.	Proposal accurately assesses strengths and growth areas in the domains		
6.	Clear alignment between self-assessments and proposed actions		
7.	Clear, measurable outcomes are articulated for each use of funds		
8.	Clear documentation of staff engagement in the planning process (agenda & notes from meetings)		
9.	Clear documentation of community engagement in the planning process (agenda & notes from community meetings)		
For the five lines below, only score the components that apply to a given proposal.			
10.	Plan for providing quality art programming is clearly articulated		
11.	Plan for providing quality music programming to students is clearly articulated.		
12.	Plan for providing quality world language programming is clearly articulated.		
13.	Plan for supporting 5th to 6th grade recruitment and retention of students is clearly articulated		
14.	Plan for promoting positive school culture and safety is clearly articulated		
	Final Score (sum total /number of scored line items)		

1= Far below the requirement, 2=Did not meet requirement, 3= Nearly met requirement, 4= Met requirement, 5= Exceeded requirement