



2019-20 Measure G1

Grant Application

Due: February 11, 2019

School	Melrose Leadership Academy	Contact *	Moyra Contreras
School Address	4730 Fleming Avenue	Contact Email	moyra.conteras@ousd.org
Principal	Moyra Contreras	Principal Email	moyra.conteras@ousd.org
School Phone	510 535-3832	Recommended Grant Amount**	\$33,271
Actual 2017-18 Enrollment (6-8) (20 day count)			

**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 prior year 20 day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.*

Summary of Approved Expenditures from 2018-19 (link to 2018-19 approved proposal)

2018-19 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	.4 FTE Provide World Language (Spanish) salary and benefits	\$35,652
2		
3		
4		
5		
Budget Total (must add up to Current Grant Amount)		

Summary of Proposed Expenditures for 2019-20 (listed in order of priority)

2019-20 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	.3 FTE Provide World Language (Spanish) salary and benefits	\$33,271
Budget Total (must add up to Anticipated Grant Amount)		\$33,271

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
48.7%	51.3%	58.46%	6%	0	32.6%	99%

Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
7.4%	0	.9%	63.9%	1.3%	0	16.8%	7.8%

Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.

Name	Role
Andrea Maoki	Assistant Principal
Laura Alvarez	TSA
James Narvaez	Middle School Science
Moyra Contreras	Principal

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 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:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

<u>Music</u> (Rubric Score)	2017-18 (last yr)	2018-19 (this yr)	<u>Art</u> (<u>Visual Arts</u>, <u>Theater</u>, and <u>Dance</u>)	2017-187 (last yr)	2018-19 (this yr)
Access and Equitable Opportunity	Entry	Basic	Access and Equitable Opportunity	Entry	Basic
Instructional Program	Entry	Basic	Instructional Program	Entry	Basic
Staffing	Entry	Basic	Staffing	Basic	Basic
Facilities	Entry	Entry	Facilities	Basic	Basic
Equipment and Materials	Basic	Basic	Equipment and Materials	Basic	Basic
Teacher Professional Learning	Entry	Basic	Teacher Professional Learning	Entry	Basic
<u>World Language</u> (Rubric)	2017-18 (last yr)	2018-19 (this yr)			
Content and Course Offerings	Sustaining	Sustaining			
Communication	Sustaining	Sustaining			
Real world learning and Global competence	Sustaining	Sustaining			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2017-18 (last yr)	2018-19 (this yr)	Safe and Positive School Culture (SPSA)	2017-18 (last yr)	2018-19 (this yr)
2017-18 Enrollment Data (20 day)	We met our projection	We met projection and are now over projection	Suspension	0	1
ES Outreach Strategy Actions	We are a TK-8 program	We are a TK-8 program	Chronic Absence	.8	.7
Programs to support ES students transition to MS	We are a TK-8 program	We are a TK-8 program	CHKS data (district only)		

REQUIRED: Please provide all meeting agendas, minutes, flyers, and sign-in sheets of the staff and community engagement meetings with this application. The application will NOT be considered without this documentation of engagements.

Community Engagement Meeting(s)	
Community Group	Date
Parent Group (Padres Unidos)	2/1/19

Staff Engagement Meeting(s)	
Staff Group	Date
ILT	2/5/19
Teachers	2/6/19

Budget Justification and Narrative

In the following sections, please review the self-assessment and discuss your team's 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

1. 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. Please highlight what G1 specifically supported in the 2017-18 school year.
2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
3. Add additional lines if you would like to add additional budget items.
4. 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 at Basic level on the Music program evaluation rubric. We are able to offer 2 elective periods of Introductory Music 4 times a week, and one Intermediate class 3 times a week. The teacher currently uses the stage for instruction. Next year we should have a classroom for the music program, and we will add the

equivalent of an additional day a week of music. We are confident that this addition will move us from to Basic to closer to Sustaining. We will be able to offer a Band elective in addition to the already provided Introductory and Intermediate Music. This would allow us to respond to the increased student and parent demand for music instruction. In addition, having a .6FTE music teacher would allow us to integrate music into other parts of the school program, specifically development of Expeditions, school-wide assemblies, grade level celebrations and Expos.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

2. Art Program

Programmatic Narrative Based on Rubric

We are at the Basic level on the Art program evaluation rubric. We have secured qualified staffing, adjusted the schedule and secured the appropriate classroom and materials. We have diversified our course offering to include a 1-semester course for all 8th graders that culminates in a portfolio cover and artist's statement, as well as two sections of Introductory Visual Arts and one section of Intermediate Visual arts per semester. The 8th grade and Introductory courses meet 4 days a week, and the Intermediate course meets 3 times a week. For next year we are eager to provide an Introductory Painting course as well.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

3. World Language Program

Programmatic Narrative Based on Rubric

As a 90-10 Dual Immersion school (Spanish and English) we are solidly 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 advanced Spanish opportunities. Funding for these experiences has been consistently lacking. We would like to use the G1 funding to support an advanced Spanish class offered to 8th graders. This course would bridge our TK-8 immersion model and the World Languages model usually

encountered at the high school level. It would focus on developing students' meta-linguistic frameworks and applied language opportunities in academic research and field work settings.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$33,271	Fund a .3 Spanish teacher to teach advanced Spanish	100% of students will qualify for biliteracy pathway by the end of 8th grade as measured by Avant Assessment

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

[Required: Please reflect on your self assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

[Required: Please reflect on your self assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

Please submit your 2019-20 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Measure G1
2019-20 Grant
Application Checklist
Due:

Checklist: Please check that you have completed the following tasks and that your application has all the necessary associated items. **Applications with missing items will NOT be approved.** For additional information and guidelines regarding Measure G1, please reference the Administrative Regulations. Please submit a completed copy of this form with your application.

Complete	Checklist Item
✓	Established a Measure G1 Lead Team to develop the proposal collaboratively (not just the principal).
✓	Held meeting(s) with <u>school staff</u> where self-assessments in each of the five areas was conducted (agenda, minutes, and sign-in sheets attached) and meaningful input was documented in the minutes.
✓	Held meeting(s) with <u>school community</u> where self-assessments in each of the five areas was conducted (agenda, minutes, outreach flyers, and sign-in sheets attached), and meaningful input was documented in the minutes.
✓	Itemized a budget amount for each proposed activity (including FTE).
✓	Created measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.
✓	Aligned all proposed activities to one or more of the specific goals of the measure.
✓	Ensured all proposed expenditures equal the total allocation amount.

This signatures affirms that I, Moyra Contreras, have completed all the items listed above.
(print name here)

Moyra Cont
Signature

2/6/19
Date

Melrose Leadership Academy
SELLS Meeting/*Junta*

Agenda

2/1/19

8:30

Library/ *Biblioteca*

1. Measure G1
2. 2019-2020 Budget/ *Presupuesto*
3. School Move/ *Cambio de Sitio Escolar*

Melrose Leadership Academy SELLS meeting
February 1, 2019
MLA Library

1. The meeting was called to order by President, Maria Ramos at 8:30 a.m.
2. The principal presented information about the Measure G1 program
 - Measure G1 are funds received by the school from the City of Oakland to ensure that middle schools have electives.
 - MLA will receive \$33,271 for the 2019-2020 school year
 - These funds can only be used for middle school
 - At MLA we currently offer music and art in middle school. The music program is instrumental music and students have it as an elective option. The teacher is new to MLA this year. She is credentialed and our program is growing. The students had their first performance in the fall. The issue with music is that currently do not have a classroom for the class. It is taught on the stage. We expect to have a classroom next year. We also offer visual arts as an elective to middle school students. This year all 8th graders took Portfolio Art and there was an elective option as well.
 - This year we are spending the Measure G1 funds to funds additional Spanish classes to ensure that our students are prepared for advanced Spanish classes in high school. This is very important to us as a Dual Language School. The proposal for 2019-2020 is to use the funds to continue to use the funds to support our World Language Spanish program.
 - Parents agreed that this was a good use of the funds.
3. The principal presented information about the 2019-2020 budget process and plan
 - The staff completed a needs assessment and prioritized their needs
 - The principal and assistant principal took that information and developed a draft budget based on that information and schoolwide needs-they received feedback from the staff
 - The draft proposal was presented to the SSC. The proposal was approved by the SSC.
 - The approved budget includes:
 - .6 Intervention teacher
 - TSA
 - .4 noon supervisor
 - Community School Manager
 - Funds for teacher extra time

Parents appreciated that the teacher priorities were included in the budget and that there will be intervention and continued support for newcomers
4. The principal explained that there will be a School Move during the 2019-2020 school year because we have grown out of the current site. Some grades will be moving to the Sherman campus on Brann Street. The school is close to our campus. MLA was situated on that

Asistencia

2/1/19

SELLS Meeting

- 1 Guadalupe Arellano
- 2 Maritza Perez
- 3 SIVTO
- 4 Ruth Correa
- 5 Alma Ortega
- 6 Jose Ortega
- 7 Mary Ramos
- 8 Mary Pineda
- 9 LUCIO GARCIA
- 10 Olivia pablo
- 11 Reyna Alvarado
- 12 Maria Elena Lovo
- 13 Mercedes Castillo
- 14 Maria Cortes
- 15 Maria Lopez
- 16 Moya Contreras

Things to come back to:

- After EXPO - PILOT student -led conferences (Elementary) - before March
- EXPO (spring) - Prep teachers to preface tying together EXPO student reflections and PLC inquiry work, HQ reflection process (possibly during curriculum week)
- ILT - PD Schedules

Melrose Leadership Academy Instructional Leadership Team Meeting

2/5/19 **Agenda**

Notes

<p>Coaching</p> <ul style="list-style-type: none"> -Fernando - no -Charity met with Callie and 3rd gr team -James: Karen and Jose 	<ul style="list-style-type: none"> -AM will communicate with Sydney -CB continue in few weeks and JP, KMP start with inquiry work and progress check CB meet regularly with Callie -JN met with Jose and Karen, will support framework with both, then help Jose plan set up and materials (managing back to back groups). Also think about staggering if needed -JN met with Yesenia @ BBD- Intro practice - science talks, scaffolded with pair shares. Wants to observe science talks (James shared videos): Observe together AM follow up with Beatriz or Luz to see if she could observe JN get/make science talk observation tool Needs more leveled books related to exped content. JN referred to Laura G. AM ask Karin re text set, Gabriela
<p>PD</p> <ul style="list-style-type: none"> - 2/6 agenda <ul style="list-style-type: none"> - <u>Science PLC agenda</u> feedback - 4-8 - Plan for Farrah in cycle 3 - LIIT 3/8-9, 4/5-6 	<p>Farrah-join upper grade group--LA email her</p> <p>Initiative - what's your song and match to teacher in subsequent meeting</p> <p>LIIT(Fri-Sat):</p> <ul style="list-style-type: none"> • Training • Plan to lead work for ILT (work plan) <ul style="list-style-type: none"> ◦ Standards unpacking ◦ ILT and school system level plans/coherence and alignment • Gauge interest during ILT (next year) • Up to 5 people (current and interested in ILT for next year)
<p>Middle school</p> <ul style="list-style-type: none"> - Measure G1Plan 2019-2020 - STAs for feedback - Grades 	<p>Measure G1: City funds available to OUSD middle schools to support electives. Next year our allocation will be \$ 33,317 MS (Spanish). The proposal is to use the funds for a .3 FTE Spanish teacher in order to offer more Spanish options. The goal is to have</p>

Things to come back to:

- After EXPO - PILOT student -led conferences (Elementary) - before March
- EXPO (spring) - Prep teachers to preface tying together EXPO student reflections and PLC inquiry work, HQ reflection process (possibly during curriculum week)
- ILT - PD Schedules

	<p>100% of our 8th graders qualify for the seal of biliteracy. The team agrees with the proposal.</p> <p>STAs - LA gave feedback to Sydney and James, Anabel (7) AM - Aracely, James - Charity.</p> <p>-Need Anabel's 8th grade STA. LA guided her to do poem instead of children's book in Frederick Douglas unit</p> <p>-AM will give feedback to Fernando, and follow up with Laura K, Hilda</p>
<p>Elementary</p> <ul style="list-style-type: none"> - 2nd gr release day - - Update from Moyra about curriculum decision and FOSS textbooks 	<p>AM meeting with YL again. Gabriela's not subbing anymore...shooting for next Friday</p> <p>AM follow up with Moyra - did she confirm with Maryam and 2nd grade team?</p>
<p>Learning Walk</p> <ul style="list-style-type: none"> - <u>Science Learning Walk</u> - confirm schedule 	<p>Science Learning Walk - virtual framing, staggered observations, debrief 2:30-3:30 (Laura A will observe Charity, Tim, and Luz, and join after last class for debrief)</p> <p>Release James from Lab</p>
<p>Materials</p> <ul style="list-style-type: none"> - K guided reading books 	<p>AM ordered</p>

1/29

<p>Coaching</p> <ul style="list-style-type: none"> - Fernando 	<p>AM will talk with Moyra and follow up with Sydney re Fernando</p>
<p>PD</p> <ul style="list-style-type: none"> - Deeper learning conference - Feb. 6th data summit PD and communicating plan for 3rd inquiry cycle to ILT and staff 	<p>DLC:</p> <ul style="list-style-type: none"> • Logistics for conference, AM block rooms, buy tix or drive on own and reimbursed (receipt) • Beatriz, Sydney, Laura, Andrea <p>Data Summit: (whole staff)--LA will make agenda</p> <ul style="list-style-type: none"> - Plan for 3rd inquiry cycle

MLA Instructional Leadership Team

Attendance
2/5/19

Laura Alvarez

James Narvey

~~ASH~~

Moya Cont



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure G1
Mid-Year Reflection 2018-19
Due: February 19, 2019**

School:	Melrose Leadership Academy Middle School	Principal	Moyra Contreras
School Address	4730 Fleming Avenue	Principal Email:	Moyra.Contreras@ousd.org
School Phone	535-3832	Grant Amount	\$5,116
2017-18 LCFF Enrollment (6-8)	79		

- Grant allocation is based on 2017-18 CALPADS enrollment of grades 6-8 Oakland Students, multiplied by the LCFF percentage of the given school.

Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds

1. Music Program (PRELOADED)

Programmatic Narrative Based on Rubric		
NA		
Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: Music Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric		
NA		
Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: Art Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing

towards the anticipated student outcomes? Please include successes and challenges.

3. *World Language Program (PRELOADED)*

Programmatic Narrative Based on Rubric

Budget	2018-19 Activities	Anticipated Outcome
\$35,652 (includes 2017-18 carryover)	Hire .4 Spanish Teacher	We will provide 10 hours of Spanish per week, serving 62 students in grades 6-8. By the end of the year, all students will be prepared to do a 15 minute presentation in Spanish. All 8th graders will complete a 30 minute oral presentation in Spanish and receive a 3 or 4 on the MLA presentation rubric.

Mid-Year Reflection: World Language Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

All 6-8th graders are receiving Spanish. The 8th graders are preparing for their end of year presentation. The presentations will be attended by family members, peers, teachers and school administrators. They will be scheduled in May. We expect all 8th grade students to complete their presentations in Spanish and receive a 3 or 4 on the 4 point rubric on their presentation. We also plan to administer an end of the year Spanish test and provide the receiving high schools the results so that our students can be placed in the appropriate level of Spanish during their first year of high school.

Last year our students had difficulty being placed in the appropriate level of Spanish when entering high school. We hope that providing the test results to the high schools will begin to address this challenge.

2. *5th to 6th Grade Enrollment Retention (PRELOADED)*

Programmatic Narrative Based on Data Analysis

N/A

Budget	2018-19 Activities	Anticipated Outcome
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Mid-Year Reflection: 5th to 6th Grade Enrollment Retention

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

3. Safe and Positive School Culture (PRELOADED)

Programmatic Narrative Based on Data Analysis

NA

Budget	2018-19 Activities	Anticipated Outcome
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Mid-Year Reflection: Safe and Positive School Culture

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.